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VOL. XXIV  
NO. 1  
\$2 a Year

# SEPTEMBER 1943



## Wartime Problems In the Teaching of Shorthand

MARIE M. ARNOLD

IT has been proposed that we speed up training of stenographers by shortening the time at present allotted for the learning of shorthand and typewriting. In the light of the warnings relative to competency, this would certainly be a step in the wrong direction.

A more sound proposal is that we intensify our training, and even extend it if possible. Under our present setup, we could set higher goals for the students in our shorthand and typewriting classes and then drive with unremitting perseverance and zeal toward their attainment.

This proposal has the merit of recognizing and consolidating the gains that we have made up to the present and pointing in the direction of further progress. It implies that we eliminate waste motions and nonessentials in our teaching of shorthand and typewriting and concentrate on fundamentals; that we teach shorthand as a practical art and forget for the time being that it is a science also; that we become thoroughly familiar with, and that we re-evaluate with an open mind, the many experimental studies and critical appraisals of teaching methods, techniques, and procedures that have been made within recent years, so that we may judiciously select those which would seem to be most effective and then modify our classroom practices accordingly; that we make full use of all available teaching materials and equipment; and that we heed, as we have never heeded

before, the criticisms and suggestions of those in a supervisory capacity in business and in government offices who try to analyze the shortcomings of our graduates and to indicate in what specific ways we could improve our training.

Subsidiary to this proposal for intensifying our training are the recommendations (1) that we extend to larger numbers of our high school pupils in the college-preparatory curriculum the opportunity to study shorthand and typewriting along with the subjects required for college entrance, and (2) that intensive courses in shorthand and typewriting be organized on the postgraduate level for graduates of the academic course who either cannot go to college or do not wish to do so.

### *Choice of Materials and Procedures*

Guided by the theory that there is no one best method of teaching shorthand, we have been experimenting for many years with various teaching techniques, devices, and procedures. It is important that we recognize now that there are better methods as well as methods that are not so good when considered in terms of their effectiveness in producing results.

In the present crisis, it is the duty of every teacher to identify, to adopt, and to learn to use skillfully some of the better teaching techniques and procedures. This is by no means an easy thing to do, because teaching proce-

dures cannot always be separated from instructional materials, and there is as much difference of opinion about the use of materials as there is about procedures.

When diametrically opposing points of view are championed by equally ardent devotees of each, the average teacher is quite confused. There is always the danger that, in his eagerness to increase the productive efficiency of his students, he may abandon some of the better procedures, which he has learned to use effectively, in favor of poorer ones. This is probably one of the most serious problems created by the war demands for a speed-up of our training—this growing feeling on the part of teachers that they must make quick decisions to do something in their classrooms different from what they have been doing, in order to help in the war effort.

There is much that teachers can do to improve the effectiveness of their teaching, and even to revolutionize their teaching procedures if necessary, without going to the extreme of discarding techniques which have stood the test of experience. A rational approach to contemplated change is always essential. The following illustrations of problems which arise at this time are pertinent.

### *Problems Involving Vocabulary*

#### *1. Words of High Frequency vs. Extensive vocabularies*

For years the mastery of the shorthand outlines for the words of high frequency has been stressed to such a degree that some teachers have come to regard it as the "be all and end all" of vocabulary building.

Now we are asked to "bid farewell to the 5,000 most-used shorthand terms as advanced vocabulary-building material."<sup>1</sup> Does this mean that there is something wrong with our present approach to the learning of shorthand and that we must abandon our practice of trying to develop automatic response to these words? Or does it rather imply that we have been guilty of substituting the part for the whole in our thinking, with the result that we have spread over two years what we might have accomplished in one year had we, in our choice of material for dictation in second-year classes, differentiated more clearly between the more diffi-

<sup>1</sup> Clyde I. Blanchard, "War-Winning School Activities," *The Business Education World*, Vol. XXIII, No. 1 (September, 1942), p. 20.

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cult matter needed for shorthand vocabulary building and the relatively simple matter useful for speed building?

#### *2. General Vocabulary vs. Technical vocabularies*

On the one hand we are urged to stress fundamentals and to develop a large basic vocabulary; on the other hand we are told that the shorthand vocabulary of stenographers in the various government agencies in Washington is too limited and we are offered the following advice:

Give dictation on more technical material. Use pamphlets, press releases, orders, directives, etc., to insure a well-rounded vocabulary and use of words peculiar to government.<sup>2</sup>

We are even urged by war-conscious enthusiasts to give military dictation and to build specialized vocabularies pertinent to aviation and other vital war industries.

What is the best procedure under these circumstances? The answer probably lies in thinking somewhat along these lines: Mastery of a large number of words in common usage is indisputably essential in the early stages of shorthand learning; but it should be augmented as soon as possible by an extensive vocabulary from the lesser-frequency brackets and by a large number of words which, formerly classified as infrequent or technical, have now come to be used more generally.

Many such words can be culled from new items and editorials, bulletins issued by the War Department and by various government agencies, and radio talks by commentators. In the days when teachers of shorthand had to depend on a single much-abbreviated text for

<sup>2</sup> Earl P. Strong, "What Government Stenographers Need," *The Business Education World*, Vol. XXII, No. 10 (June, 1942), p. 869.



their dictation material, good teachers of advanced shorthand always used a large amount of such current material for dictation, rewriting it if necessary in order to adapt it to their classes.

Within recent years, we have been so richly supplied with up-to-date textual dictation material that we have grown less proficient in this art, but the sudden change in the whole pattern of life brought on by the war makes it necessary for us once again to fall back on our own ingenuity in bringing our instructional materials up to date.

The wisdom of teaching highly specialized or technical vocabularies to the generality of pupils in advanced shorthand classes is open to question, especially in large urban areas where it is difficult to predict in what type of employment pupils will find the opportunity to use their shorthand training.

It is conceivable, however, that where one or two major industries dominate a locality or where special classes are organized to prepare for a particular branch of service, such specialized vocabulary training may be both desirable and feasible.

### *The Dictation Problem*

#### *3. Evenly Timed Dictation vs. Dictation at Uneven Rates*

The dictation materials that we have been using in our shorthand classes have been carefully graded in terms of difficulty, and they have been marked so that we could dictate them at a steady, even pace at progressively higher rates of speed. While we have given untimed "takes" occasionally in our advanced shorthand classes, and more frequently perhaps in our secretarial training classes, most of our dictation has been carefully timed and dictated evenly. Now we are informed that stenographers in the government service lack carrying power.

"Trainees lose out completely when the dictator unexpectedly increases rate of dictation."<sup>3</sup> And the following recommendation is made:

"Give dictations as they are given in the office—at uneven rates. Sustained or 'classroom' dictation actually handicaps the trainee for practical work."<sup>4</sup>

Does this mean that we are to dispense with

our timepieces and give only untimed dictation in our shorthand classes?

Possibly we need to give more practice to our pupils in taking dictation at irregular speeds, with breaks, corrections, and the like, in order to give them some awareness of the conditions under which they will exercise their shorthand skills in the office situation. More likely, however, the evenness or unevenness of the timing has little to do with the shortcoming here indicated, except in so far as the accelerated spurts are just too fast for the writer, who falls so far behind in recording that his carrying power is taxed beyond its marginal limits.

The remedy then lies rather in making an early start in training for carrying power, giving frequent short dictation spurts at speeds beyond the uppermost levels of the pupils' skill, doing much shorthand vocabulary building in order to develop power to initiate outlines for words no matter how technical or how strangely unfamiliar they may be, and developing skill in sustained dictation to the highest possible level.

### *Problems of Speed and Accuracy*

#### *4. Emphasis on Accuracy of Writing in Beginning Shorthand Classes vs. Drive for Speed*

While some teachers have virtually ignored the speed factor in teaching shorthand to beginning students, stressing accuracy of form and the development of correct techniques of writing, others have insisted that pupils should be pressed from the very beginning to write on the speed level of the expert. The war demands for speed-up of our shorthand skill training may readily lead to wider acceptance of the latter point of view. Which procedure is more sound?

The question is well answered in an analysis of the problem of speed by Dr. James L. Mursell, in which the author indicates why it is wrong to hurry the beginner. He explains the psychology underlying the development of movement patterns in shorthand, describes the conditions under which initial practice must be carried on if pupils are to develop an onward, continuous, flowing movement rather than laborious, broken movements, and points out the value of occasionally pushing for speed even in the early stages. Just where forcing for speed

<sup>3</sup> *Ibid.*, p. 869.

<sup>4</sup> *Loc. cit.*

should come into this early practice is made clear in the following statement:

Although in the main the beginner should practice slowly for the reason that only so can he critically and intelligently observe his own reactions, there is no reason why, once in a while, he should not push definitely for speed. Indeed, there are good reasons why he should, and also why he should do so more and more often as his skill advances and his control becomes established.<sup>5</sup>

#### 5. *Insistence on Mailable Transcripts vs. Pressure for Speed in Transcription*

We seem to have arrived at a general consensus on the question of when to introduce pupils to machine transcription, and probably all of us have been converted to the idea of rating transcripts on the basis of mailability, but the question of what to do about forcing transcription speed seems always to have baffled us. This problem looms large, now that increased production on the part of all workers is so vital to the war effort.

Many of us undoubtedly feel that such sporadic attempts as we have made to develop plans for forcing transcription speed have been none too successful, the difficulty being that invariably, as pressure for speed was applied, mailable transcripts disappeared, and our unwillingness to give credit for unmailable letters only left our pupils in a hopeless state of despair.

We cannot abandon the mailable letter goal, because this is no time to foist on employers stenographers who have to retype their transcripts. How, then, can we force speed?

The problem is a difficult one. In attacking it, perhaps we should consider how speed and accuracy are developed in typewriting and in shorthand. Possibly many of the techniques used in teaching these skills are suggestive of what we might do in transcription.

In both these skills, we press neither for speed nor for accuracy at the beginning. We seek rather to create the learning conditions favorable for the establishment of the muscular and the mental controls which lead naturally to progress in both directions.

Similarly, we need to study the controls which must be developed to facilitate speed and accuracy in transcription, and then we must

set up the conditions which will make their acquisition easy.

In both shorthand and typewriting, we use simple matter for forcing speed; and we frequently have the matter rewritten under pressure in order to improve the rate of writing. Why should a similar procedure in transcription, especially in the early stages, not prove equally effective?

In typewriting we differentiate accuracy tests from speed tests, permitting a reasonable number of errors on the speed tests; and we give both types periodically. Does this not suggest that we might increase production without sacrificing accuracy by differentiating in a similar way in our measurement of progress in transcription?

#### *Some Teachers Are Inspired*

Better teaching procedures in themselves will not insure the quickened tempo of learning that is so necessary at this time. External pressures on our pupils will be of little avail unless they result in inner drives.

How to tap the inner resources of our shorthand pupils in order to make them literally spring into action and keep going at top speed on their own momentum is *the big problem* which should be constantly uppermost in the mind of every teacher.

In the days when not too much was known about methods of teaching skills, some few teachers of shorthand had the key to the solution of this problem. They were the ones who taught shorthand because the beauty, magic, and power of shorthand possessed their whole being—heart, mind, and soul—and they could not escape it.

Their pupils did not have to be told how many times to read a shorthand plate, or how many times to write each shorthand outline, or whether to spend more time reading or writing. Their pupils could be identified because they knew their shorthand plates by heart; because they practiced in small groups of their own before school, after school, and outside school; because they wrote their shorthand between the lines of print and in the margins of newspapers and magazines, and on their knees in trolleys and elevated trains, and in the air walking to the school building, and on the school blackboards between class sessions. "Inspiration," the students called it, while peda-

<sup>5</sup> James L. Mursell, "The Problem of Speed," *The Business Education World*, Vol. XXII, No. 9 (May, 1942), p. 756.

gogues who tried to dissect it termed it "motivation."

In these harrowing times, when our major concerns from day to day must necessarily be about the materialistic aspects of life, it is important that we catch something of the spirit of these great teachers, who not only provided their students with an excellent tool for making a living but developed in them something vastly more important, the tools for making a life—the will to learn, the willingness to work hard, and a capacity for self-direction.

The longer this struggle continues, the more

necessary will it be for our young high school people to acquire these tools in conjunction with their skill training, so that in the postwar years they may be able to travel independently in those areas of our cultural heritage which they are obligated to by-pass now in the race for productive efficiency. Teachers of shorthand have an opportunity hitherto unparalleled to make their teaching of shorthand contribute, indirectly perhaps but none the less effectively, toward the building of human lives dominated by worth-while purposes and equipped with the means to attain them.

## Teachers Learn to Type at Our School

CLARICE FRISSELL

*Hartford (Connecticut) High School*

OVER a long period of time, I have heard teachers mention frequently their desire to know how to type. The present emergency seemed like a propitious time to do something about it. With the permission of our principal, I conducted a class at 8 o'clock, four mornings a week, for four weeks. Each lesson was 40 minutes long. Before this class was finished, teachers from elementary and junior high schools asked for instruction, and so another class was started at 4 p.m., lasting until 5:30. Because of the longer period, better results were naturally obtained, even though this class met after a long, hard day.

I planned each lesson with the idea of giving the students a "large dose" in order that they would feel repaid for making the effort to attend. No mention was made of speed, because these people were interested in knowing how to do several different types of work and generally they would have sufficient time to do it.

It was amazing to see the progress of each one, even in the cases of people who found handling the typewriter far from easy. All of a sudden it came to them, and their complete and utter delight made the teaching a distinct pleasure.

Here are the phases of typewriting that we included in the teachers' typing class, which lasted for sixteen periods of 40 minutes each:

### FIRST WEEK

Complete drill on keyboard.  
Complete drill on figures.

Introduction of common punctuation marks.  
Use of the shift key and the writing of short, easy sentences.  
Writing of personal data (student's name, address, name of school, date).

### SECOND WEEK

Writing on lined paper.  
Centering of titles.  
Paragraph practice.  
Addressing envelopes.

### THIRD WEEK

Uses of tabular key.  
Setup for short business letters.  
Short letters in semiformal style, using carbon paper and correcting errors.

### FOURTH WEEK

Explanation of letter chart for letters of varying lengths.  
Practice on longer letters with different arrangements.  
Tabulation and exercises in arrangement.  
Stencil cutting.  
Demonstration: cleaning and oiling a typewriter and changing a ribbon. Practice on these phases of typewriter care.

Because of the experimental nature of this venture, I gave my time without remuneration. On the first day when the afternoon class met, I had a room with thirty-four machines, all taken, and nineteen persons who insisted on standing to listen to my instructions. Two days later, another class was started by Rose Conway, another teacher in our school, to accommodate the overflow group. Of my original 34, 30 finished the course, and 16 of Miss Conway's original 23 finished. These teachers are *using* their skill now.



# The Efficiency Ratio in Shorthand Transcription

BERNHARD BARGEN

TO what extent do our students develop their potential typing ability when they transcribe from shorthand notes? Is the transcription rate the important thing to teachers, or is the efficiency ratio—the extent to which a student develops his potential typing ability in the transcription period—the main concern in teaching shorthand transcription? What would be a normal expectation for students of varying typing abilities?

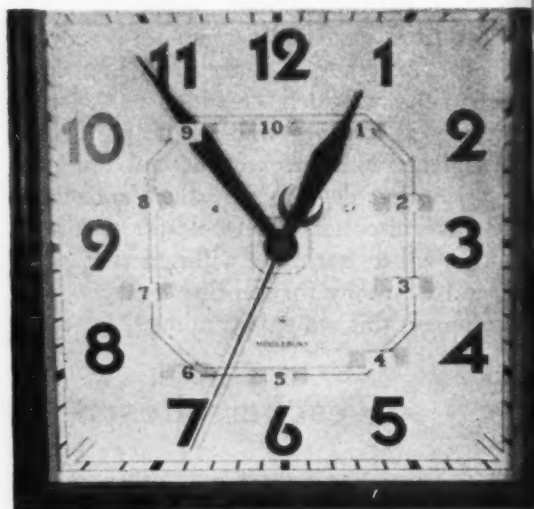
These questions and many others are on the minds of shorthand teachers the country over. An experiment conducted at the Wichita High School North, Wichita, Kansas, some years ago by the writer, with the co-operation of teachers on the staff there, revealed that when a student does typing of a technical nature there seems to be very little carry-over of the relatively high degree of skill he may have attained in typing from straight copy.

## Standards for Transcription

A teacher from California reports that students are expected to type from shorthand notes at approximately 80 per cent of their straight-typing speed. Another teacher, from Oklahoma, says that a student should be able to type from notes at approximately 60 per cent of his normal typing rate but qualifies this statement by saying that it must be work of a comparable nature. This raises the question, "What do we mean when we say that a student must develop a certain efficiency ratio in shorthand transcription?"

For the sake of this discussion, let us say that a student's efficiency ratio in shorthand transcription is that percentage which his transcription rate from shorthand notes bears to his rate of typing when copying from *material of the same kind* which already has been prearranged and edited for him.

The rate at which he types from edited and prearranged material is called his "basal rate." Such a test is called a "basal test." The basal test, with us, consists of unfamiliar printed ma-



Clock face marked off into tenths for figuring elapsed time in decimals for shorthand and typing tests. Read decimally, the time shown here is 53.6 minutes after twelve.

terial of letters or articles, all lines of which have already been arranged. Marginal stops and tabulator stops have been set; the only thing that matters is typing that letter. The basal rate is the rate a student makes on 30 minutes of such typing.

If a student averages 30 words a minute for 30 minutes in his basal test and types 15 words from his own shorthand notes of similar material, we say that his efficiency ratio is 50 per cent. If he types the same kind of material from shorthand notes at 20 words a minute, his efficiency ratio is 66 2/3 per cent.

In order to facilitate recording, we ordinarily speak of this efficiency ratio as a whole number, "50" or "66," without bothering to express it as a percentage.

In order to facilitate recording and graphing the results of such work, we have evolved the Transcription Achievement Record, the top part of which is shown on page 7, and a shorthand efficiency graph, not illustrated.

On the Transcription Achievement Record the students indicate the dates by week numbers instead of calendar dates.

The numbers in Column 2 refer to letters dictated; 282-283-284 are letters in *Functional Method Dictation*.

Column 3 indicates the starting time. We have pasted calendar numbers on the face of



the electric clock in our classroom (see illustration), dividing the face of the clock into ten equal parts, so that time can be figured by decimal fractions.

Column 4 indicates the stopping time—the time at which the student finished the last letter he could type completely in the time allowed.

The difference between Column 3 and Column 4, therefore, is the elapsed time in minutes, expressed decimally, that a student required to type a given letter or group of letters. This difference is written in Column 5.

The instructor usually informs the students at the time of dictation how many words there are in each letter. Students may time themselves on individual letters or on the entire group. The number of words is written in Column 7.

Our clock with the numbers pasted on it has proved extremely helpful in shorthand

and typing. A test beginning at 11:06 a.m. is said to begin at 6.0, ignoring the hour. If it ends at 11:18, it is said to end at 18.0. Let us assume, however, that the test did not end on the exact minute but that the student saw the sweep second hand pointing to 6 on the face of the clock itself. This corresponds to the small 5 pasted on the face, and 5 stands for five tenths. The student would, therefore, record his closing time as 18.5. The net elapsed time expressed decimally is the difference between 18.5 and 6.0, or 12.5 minutes.

Another illustration: Let us say that the long minute hand is on 32 and the sweep second hand is on 48. This means 32 minutes, 48 seconds, but expressed decimally, using the small figures for the fractional part of a minute, it is 32.8. A test begun at 11:32:48 and finished at 11:55:35 would be recorded as follows: Starting time, 32.8; closing time,

TRANSCRIPTION ACHIEVEMENT RECORD

1		2	3	4	5	6	7	8	9	10	11	12	13	14	15
Dates		Identifica- tion of Dictated Material, by Numbers	C l o c k			Col. 5 Graphed	Number Words in Letters	Total Words Typed	Average Rate	Col. 9 Graphed	Efficiency Ratio	Col. 11 Graphed	Number of Errors	Per Cent Accuracy	Col. 14 Graphed
Week	Day		Start	Stop	Net Minutes										
1	2	Basal Test	47.0	18.5	31.5	✓	—	1197	38	✓	—	✓	12		
1	4	282-283-284	11.2	37.5	26.3	✓	404	404	15.3	✓	39	✓	3	99.2	✓
1	5	70-71-72	12.3	31.4	19.1	✓	409	409	21.4	✓	55	✓	13	94.3	✓
2	2	75-76-79	18.6	36.9	18.3	✓	441	441	24.1	✓	63	✓	5	98.9	✓
2	4	302-304	2.5	21.4	18.9	✓	451	451	23.8	✓	63	✓	4	99.1	✓
2	5	80-83-84	11.5	33.5	22.0	✓	577	577	26.2	✓	68	✓	6	98.9	✓
3	2	324-325	2.1	28.0	25.9	✓	866	866	33.4	✓	87	✓	2	99.7	✓
3	4	85-86	16.0	30.4	14.4	✓	369	369	25.6	✓	68	✓	10	97.3	✓
3	5	89-93	22.5	32.4	9.9	✓	275	275	27.9	✓	74	✓	8	97.1	✓
4	2	90-91	20.4	37.5	17.1	✓	411	411	24.0	✓	63	✓	14	96.6	✓
4	4	90-91-93	58.9	75.9	17.0	✓	535	535	31.5	✓	84	✓	6	98.6	✓
4	5	368-369	12.9	31.3	18.4	✓	782	782	42.5	✓	100	✓	6	99.2	✓
4	1	Basal Test	6.0	36.3	30.3	✓	—	1212	40	✓	—		10		

Individual Transcription Achievement Record Kept by Each Student

Explanatory formulas: Col. 5 = Col. 4 — Col. 3. Col. 8 = Sum of Items in Col. 7 for any given date. Col. 9 = Col. 8 ÷ Col. 5. Col. 11 = Col. 9 ÷ Average Rate on Basal Test. Col. 14 = (Col. 8 — Col. 13) ÷ Col. 8.

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55.6; net time for the test, 22.8 minutes.

Assuming that a typist transcribed 684 words in that time, we can divide directly 22.8 into 684 and see that the student typed 30 words per minute.

Now let us refer again to the Transcription Achievement Record. The student divides his total words (Column 7) by his net time (Column 5) to find his average rate of transcription, which he writes in Column 9.

If skill in straight typing increases considerably while we continue to use the old basal rate in figuring, the efficiency ratio will be

far from accurate. Therefore, we give another basal test from time to time—about one a month.

We use a duplicated chart for computing efficiency ratios. It includes transcription rates from 10 to 64 words a minute and basal typing rates from 30 to 64 words a minute. Any student, at any transcription rate, can determine his efficiency ratio.

We chart progress on a graph for each student. It is interesting to observe that the line showing the efficiency ratio jumps up and down markedly. A very slight difference in the transcription rate will make a pronounced difference in the efficiency ratio.

The actual transcription rate as shown by the graph is not so significant as the effect of the transcription rate on the efficiency ratio of the student. We are concerned not only with how many absolute words a minute a student transcribes, but also with the extent to which he develops his potential ability.

## 16th Annual Conference of the N.A.B.T.T.I.

**T**HE NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS held its sixteenth annual conference at the University of Chicago, June 18 and 19. The president of the Association, Dr. Paul O. Selby, of State Teachers College, Kirksville, Missouri, presided.

Much of the program was devoted to a discussion of standards for business education as proposed by the University of Chicago Work Committee. The following resolution was adopted by the Association.

It is recommended that the National Association of Business Teacher-Training Institutions should adopt the "Statement of Guiding Principles of Business Education," as set forth in the 1942 report of the Work Committee of the University of Chicago, for the following purposes:

1. To continue the refining process of restating, revising, and extending these principles for the guidance of school administrators—public, parochial, and private—in setting up and administering the program of business education in their respective schools, also for the guidance of business teachers and business teacher-training personnel in evaluation of the current programs of business education.

2. To select channels through which these principles may come before the persons in business and industry and in schools who are in position to initiate changes and to develop the business education program in line with the principles.

It is suggested that the officers of the National

Association of Business Teacher-Training Institutions, or a committee to which the responsibility might be delegated, should seek the co-operation of such groups as North Central Association of Colleges and Secondary Schools, National Association of Secondary School Principals, American Vocational Association, National Council of Chief State School Officers, and other groups, for the purpose of acquainting their respective memberships with the "Statement of Principles" and promoting the observance of those principles in revising and extending the program of business education.

It is further suggested that the foregoing associations and groups should be invited to appoint committees to work with the National Association of Business Teacher-Training Institutions in placing these principles before proper educational personnel and especially to assist in refining, revising, and extending the "Statement of Guiding Principles."

The Association decided to continue its official publication under the editorship of Dr. Benjamin R. Haynes of the University of Tennessee, Knoxville, but not to hold any further regular meetings for the duration of the war.

The officers of the Association were continued in office for the duration. Miss Edith M. Winchester, of Margaret Morrison Carnegie College, Pittsburgh, is vice-president; H. M. Doult, University of Akron, is secretary; and W. A. Larimer, of North Texas State Teachers College, Denton, is treasurer.

# Blueprints for Progress

THOMAS TAPPER, LITT. D.

IT has been my privilege to work for many years with J. C. Penney, founder of the chain-store system bearing his name. In this period, there was inaugurated and developed a plan of employee training based primarily on Mr. Penney's experience as a retail merchant.

The significant factor in the training system is the increasing of an employee's knowledge and skill by gradually increasing his responsibilities. All managers and associates of the company have been trained on this principle. The training is effective in many ways, but perhaps most effective in that the worker becomes skilled in making a logical effort toward the next step in his personal development.

There is no reason why this process should not apply equally effectively to the office worker. Let us see how this may be done.

In the job world, we encounter many people of undoubted, but undeveloped, ability who display little or none of the spirit of adventure that makes for that larger responsibility which in turn produces more income. Many are prone to condemn these people as wholly lacking in imagination and initiative. I think this condemnation is often wrong.

It is true that countless people go to work every morning to the call of yesterday's job. They have struck a dead level of performance and not only stay at that level but are content to stay there. This happens because they fit more or less satisfactorily into the clogged machine of the day's work. Mr. Penney explains how his company avoids this "dead-end" status:

From the time of my opening of what we now refer to as the Mother Store, it has been a fixed principle of operation with our company not only to permit employees to develop for better positions but to require that development and to provide all possible means to bring it about. No position in our business is a dead end. The experience of

## J. C. Penney Says

1. List everything you have to do.
2. Bring every job you are now doing fully into the field of consciousness and there examine it as the scientist examines an object on the laboratory table.
3. Determine what jobs are contacted by what you are doing in your present position; then what jobs link into yours the next step ahead. Can you do them? It will be wise to master them if they are your next foothold.
4. If you were suddenly thrust into the job next on ahead from where you are, would you be ready for it?
5. Who knows more than you about what you are now doing? Would it pay you to meet him or her?
6. If life holds for you today interests that surpass your interest in what you are doing in your daily work, you will never make the grade. But if your daily work represents the *summum bonum* of your activity, then there is no foretelling how far you may profitably go forward.

our many years of man-training has demonstrated the fact that the one and only way to fight dead-end workers is never to set up a dead-end job.

## The Architect of His Own Fortune

I have long experimented with the following principle to note the reaction of workers in various fields of occupation:

*Everybody can do better than he is doing, irrespective of his present status.*

The office worker who desires to move forward in responsibility and broader range of daily work, and who is not vigorously directed by the policy of the organization that employs him, naturally wants to know how the thing can be done. How can he become the architect, not merely of his own present fortune, but of his continually increasing well-being?

There are some employers who make no increasing demand upon a worker. The worker's tasks remain more or less fixed. The technique of performing them does not improve. The employee thus becomes flattened out at a dead level. If he is ambitious, he must look ahead from where he stands to a

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position he desires to reach and then must blueprint the space between the two. He must set up for himself a way of moving from here to there.

The initial question he must ask is, "Shall I seek what I am after in the organization with which I am now working, or have I reached my limit here? Must I look for another connection?"

No one can answer this question but the worker himself. The worker must blueprint not merely the job he is doing *but his own ability*. Then he must build accordingly.

The worker should set in operation, early in

his business life, a program of investigation.

1. A worker for an employer who uses him without increasing his knowledge or skill must look ahead for himself.

2. The most profitable constructive activity he can carry on is to build a study-curriculum of what goes on in the office every day, beginning with what he does. He must fight the tendency to take up courses of study so elevated that he cannot tie them in with what he has to do.

3. He must resist with all his might the tendency to rest at a dead level of work.

4. There is eternal hope for anyone who has tucked away, somewhere where it can readily be gotten at, a blueprint entitled *Direction and Destination with Specifications for Daily Travel*.

5. A position should be studied as a complex of jobs to be done. The worker must master every one of them.

6. The worker should regard every task as a link and forge strong links by faithful work. The chain made of these links will be his one and only reliable means of "pull" in the business world.



## Whitewater Celebrates Seventy-fifth Anniversary

SEVENTY-FIVE BUSY YEARS have passed at Whitewater (Wisconsin) State Teachers College since the school opened in 1868. Steady growth of enrollment has made necessary a continuing building program, and progress has brought many changes. The initial curricula were the equivalent of the first and second years of high school. Since May, 1925, Whitewater has granted degrees, and since 1936 only curricula including four years beyond high school have been offered.

Whitewater was the second school in the country to offer courses for the training of commercial teachers, the State Normal School at Salem, Massachusetts, being the first. The course was established at Whitewater in 1913 with three teachers, forty-seven students, and two courses of study. The first graduating class of commercial teachers, in 1914, consisted of five women and one man.

Even in the war year of 1918-1919, when the total enrollment of the school decreased by seventy-nine, the Commercial Department enrollment increased by twenty-five. The years following have shown continuing increases in enrollment and the number of faculty members.

*Commercial Education*, the official quarterly

bulletin of Whitewater State Teachers College, pays tribute in its May issue to three men for their part in the development of the Department:

"While the Department of Commercial Education of the Whitewater State Teachers College owes its rapid development in part to the willing co-operation of the entire faculty and the liberal support of the Board of Regents, its progress and direction have centered around three men; Professor James C. Reed, Director from 1913 to 1919; President C. M. Yoder, Director from 1919 to 1930; and Professor Paul A. Carlson, Director since 1930."

President Yoder is himself a business educator. Before he became connected with the College, he headed the Commercial Department in the Washington High School, Milwaukee, and also taught in Gregg College, Chicago.

Faculty members at Whitewater are as follows:

Paul A. Carlson, head of the department; Marie Benson, Edith Bisbee, Jane Clem, Laura Hamilton, W. H. Fricker, H. G. Lee, T. F. Goff, C. O. Wells (Principal, Junior High School Department, on leave with the U. S. Navy), W. C. Fischer, Reuben C. Foland, Virgil C. Graham, Henry Collins, J. Morrison Greene (on leave with the U. S. Navy).



# Shorthand and Typewriting In Liberal Arts Colleges

P. O. SELBY, PH.D.



TO every college administrator there has come lately the question of whether shorthand and typewriting should be offered in his college. Sometimes the question arises because there seems to be a demand among prospective students that these courses be given. Sometimes the college is already offering courses in shorthand and typewriting, but the propriety of this offering in college is questioned by someone.

Many teachers of secretarial courses in liberal arts colleges wonder where they stand. Is their college somewhat lonesome in offering shorthand and typewriting? Are these subjects "mysterious strangers" within the pale? Are they members of an unclean caste, something nonacademic that has somehow dared to associate with other courses at the academic picnic?

A partial answer has been sought by surveying the colleges in order to determine the present status of shorthand and typewriting courses.

Shorthand and typewriting, it is well known, were first introduced as educational courses in private business schools. From these schools they spread to the high schools. The demand for teachers of shorthand and typewriting next brought about their introduction into the teachers colleges. The liberal arts colleges, with which are included the universities of which the liberal arts college is usually the center, were the latest to take up the teaching of shorthand and typewriting.

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A survey has been conducted to determine the extent to which colleges now offer shorthand and typewriting and some of the conditions under which these courses are offered. A postal card was sent to each of the colleges and universities listed in the United States Office of Education Directory, asking whether shorthand and typewriting were offered in their respective colleges. If they were offered, a copy of the college catalogue was requested. Of 688 institutions listed in the directory, replies were received from 572. The number not responding, 115, seems large, but an analysis of the institutions from which no information was received seems to reveal no significance. They represent all sections of the country, and all types of institutions. Some had gone out of existence. Most of them apparently did not feel like co-operating to the extent of the time and expense of a reply and perhaps a copy of the catalogue.

A study of 572 liberal arts colleges and universities through their replies and their catalogues gives the information shown in Table I.

The fact that nearly two thirds of the colleges and universities are now offering shorthand and typewriting will be news to some people, perhaps surprising news. One college president wrote in reply to the request for information: "We leave secretarial courses to the private business schools." He is mistaken. He is leaving it to many colleges that are just like his. He would probably be surprised to learn that his is the only college in his state that does not offer secretarial courses.

A number of replies stated: "We do not offer shorthand and typewriting because ours is strictly a liberal arts college." This apparently is giving such a definition to the liberal arts colleges that shorthand and typewriting could not be offered without violating that definition. That many colleges would not agree with this definition is apparent from the num-

TABLE I  
*Colleges and Universities  
Offering Shorthand and Typewriting*

<i>Colleges Responding</i>	<i>Number</i>	<i>Percentage</i>
Do not offer shorthand and typewriting..	200	35.0%
Offer these courses without credit.....	36	6.3
Offer these courses with credit limitations..	77	13.4
Offer these courses with no apparent credit limitations .....	259	45.3
Totals .....	572	100.0

ber and variety of schools that do offer secretarial courses.

Of those colleges which now offer shorthand and typewriting, a small number do so only under a plan by which no college credit is offered for the work done. The reason why courses are offered without credit are not entirely known, but in general it would seem that colleges that offer courses on such a basis look upon them as extras—that they do not form an integral part of the work of the college. The impression that this condition gives, however, is that the college is giving such courses under some type of necessity, still looking upon them as being unworthy of inclusion with older and therefore perhaps more respectable courses.

A still larger number of colleges offer shorthand, typewriting, and other secretarial courses with some type of credit limitation. These limitations are of many kinds. One kind is to offer beginning courses without credit, but to allow credit for advanced courses. In some colleges, credit is allowed for shorthand but not for typewriting. Some colleges allow credit for these courses toward graduation only in particular lines. Credit is allowed only in a teacher's course, for example, or perhaps in a secretarial course.

Some colleges allow credit in the courses "but not towards graduation." Sometimes the college catalogue outlines an A.B. degree course, and of all the courses offered in the catalogue any may be used as electives except shorthand and typewriting.

This is surely a discrimination and a credit limitation. The matter of these discriminations will be discussed at a later time. But where credit was allowed in a particular curriculum, such as the Secretarial Curriculum, and credit was not permissible for shorthand and typewriting in another curriculum which contained

no room for electives, this is not considered to be a credit limitation.

A tabulation of colleges by geographic parts of the nation has been made in an attempt to discover tendencies in the various sections of the country. The New England states are Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut. The Middle Atlan-

tic states are New York, New Jersey, and Pennsylvania. The East North Central states are Ohio, Indiana, Illinois, Michigan, and Wisconsin. The West North Central states are Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas. The South Atlantic group is Delaware, Maryland, the District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, and Puerto Rico. The East South Central states are Kentucky, Tennessee, Alabama, and Mississippi. The West South Central states are Arkansas, Louisiana, Oklahoma, and Texas. The Mountain States are Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, and Nevada. The Pacific Region consists of Washington, Oregon, California, Alaska, and Hawaii.

A tabulation of colleges by geographic divisions is shown in Table II.

Inspection of this table shows that the colleges of New England (42%), the Middle Atlantic (57.6%); and the Pacific (52.4%) regions are less inclined to show the secretarial courses among their offerings than are colleges in other parts of the country. Secretarial courses are most often given in colleges in the West North Central (81.8%), East South Central (80.5%), and West South Central (77.5%) regions.

An analysis has been made of the types of institutions which do or do not offer secretarial courses. The Office of Education Directory classifies colleges by controls and by sexes of students; these classifications are the basis of a study by groups.

A study of the colleges offering secretarial courses produced the information shown in Table III.

The Protestant colleges lead the Catholic colleges in the offering of the secretarial courses

But the Catholic colleges are ahead of most colleges that have a nonsectarian, nongovernmental board of control. These "private control" colleges represent in large part the high-tuition schools, and among them the secretarial courses seem to be least in demand.

The distinctions made here between groups of colleges are admittedly unreliable, because the data were compiled from college catalogues,

which often omit conditions under which courses are offered. But these tables do establish the fact that liberal arts colleges of all types are now, to a large extent, offering shorthand and typewriting courses on the collegiate level; and among those colleges that do offer such courses, full college credit toward a bachelor's degree is allowed in a considerable number of instances.

TABLE II  
*Geographic Distribution of Colleges Offering Shorthand and Typewriting*

Geographic Divisions	Do not offer		Offer without credit		Offer with credit limitations		No apparent credit limitations		Total colleges offering these courses	
	No.	%	No.	%	No.	%	No.	%	No.	%
New England .....	29	58.0	6	12.0	1	2.0	14	28.0	21	42.0
Middle Atlantic .....	39	42.4	7	7.6	10	10.9	36	39.1	53	57.6
East North Central .....	43	37.7	5	4.4	18	15.8	48	42.1	71	62.3
West North Central .....	14	18.2	9	11.7	18	23.4	36	46.7	63	81.8
South Atlantic .....	30	34.9	4	4.7	8	9.3	44	51.1	56	65.1
East South Central .....	8	19.5	3	7.3	0	0	30	73.2	33	80.5
West South Central .....	11	22.5	0	0	14	28.5	24	49.0	38	77.5
Mountain .....	6	28.6	0	0	3	14.3	12	57.1	15	71.4
Pacific .....	20	47.6	2	4.7	5	11.9	15	35.8	22	52.4
Totals .....	200	.....	36	.....	77	.....	259	.....	372	.....

TABLE III  
*Colleges Classified According to Control*

Colleges and Universities	Do not offer		Offer without credit		Offer with credit limitations		No apparent credit limitations		Total colleges offering these courses	
	No.	%	No.	%	No.	%	No.	%	No.	%
State and Municipal:	22	20.6	2	2.0	15	14.0	68	63.4	85	79.4
Colleges for Women .....	1	8.3	0	0	2	16.7	9	75.0	11	91.7
Colleges for Men .....	1	100.	0	0	0	0	0	0	0	0
Universities, Coeducational .....	9	15.8	2	3.5	9	15.8	37	64.9	48	84.2
Universities, Men .....	1	50	0	0	0	0	1	50	1	50
Separated Land-Grant Colleges ..	9	47.4	0	0	1	5.2	9	47.4	10	52.6
Other Coeducational Colleges ..	1	6.3	0	0	3	18.7	12	75.0	15	93.7
Protestant:	63	28.5	10	4.5	35	15.4	114	51.6	159	71.5
Women .....	3	12.0	1	4.0	1	4.0	20	80.0	22	88.0
Men .....	9	81.8	1	9.1	0	0	1	9.1	2	18.2
Coeducational .....	51	27.4	8	4.3	34	18.3	93	50.0	135	72.6
Catholic:	43	43.9	10	10.2	14	14.3	31	31.6	55	56.1
Women .....	9	17.3	9	17.3	10	19.2	24	46.2	43	82.7
Men .....	28	90.7	1	3.2	1	3.2	1	3.2	3	9.6
Coeducational .....	6	40.0	0	0	3	20.0	6	40.0	9	60.0
Private Control:	72	49.7	14	9.6	13	9.0	46	31.7	73	50.3
Women .....	16	45.7	5	14.3	2	5.7	12	34.3	19	54.3
Men .....	23	95.8	0	0	0	0	1	4.2	1	4.2
Coeducational .....	33	38.4	9	10.4	11	12.8	33	38.4	53	61.6

# Webster Changes His Mind

RUTH IRENE ANDERSON

**L**EXICOGRAPHERS claim to be only the Echo of the people's voice. Echoes always sound somewhat confused, and that may be why dictionaries don't always agree.

Nevertheless, usage does change, and if dictionaries are to record the best current usage they, too, must change. The writer has made a word-by-word comparison of the changes made in Webster's Collegiate Dictionary (G. and C. Merriam Company) between the 1925 printing of the Third Edition and the 1940 printing of the Fifth Edition. In these fifteen years, thousands of changes were made. Most of them are of little consequence in our daily writing.

In the Third Edition, the reader may have *Basedow's Disease*, which has disappeared from the Fifth Edition, if not from humanity.

In the Third Edition, the reader, untrained in *falconry*, might be shocked and surprised to find that the *l* in *falcon* was silent according to the best usage, as recorded by Webster. In the intervening fifteen years, during which the writer cannot recall ever having heard the word pronounced, the best usage has evidently changed sufficiently so that Webster now records the preferred pronunciation of *falcon* with the *l*.

These changes are, of course, of little moment to most of us. A few of the pronunciation changes may embarrass us occasionally, but the pronunciations that have changed are mostly in unusual words. As teachers of transcription, we are more interested in the spelling changes than in any of the other types of change evident in the fifteen-year period under consideration. There are a vast number of changes in spelling, most of which are in words of little use to the office stenographer or to the classroom teacher of transcription. There is, for instance, the use of *apnoea* as the only correct form in the Third Edition and the relegation of that form to second place in the Fifth Edition with the preference given to *apnea*.

An interesting but relatively unimportant change is the greater recognition given in the Fifth Edition to trade names. Many trade names used commonly in ordinary writing were given with a small letter in the Third Edition.

The Fifth Edition gives those same words with a capital, recognizing the proprietary interest of the owner of the trade name. Examples in the list below are *Multigraph*, *Mimeograph*, and *Photostat*, all of which should have the capital, because they are all trade names.

Most of the words in the list below represent changes in the use of the hyphen or in shifting from two words to one word or from one word to two words. Thus we find *boardinghouse* as one word in the Fifth Edition, but two words in the Third Edition; *black-list* as a hyphenated word in the Fifth Edition, but as two words in the Third Edition.

The influence of the typewriter seems apparent in the change in a long series of words analogous to *co-operate*, which now uses the hyphen in preference to the diaeresis. It is significant, too, that in some of the words in this series, such as *co-operate* and *co-ordinate*, the third choice is given as *cooperate*. Isn't it likely that this spelling that has crept into the dictionary in the past fifteen years may be directly traceable to the influence of the typewriter?—or perhaps it would be more accurate to say, the influence of the typist and her dislike for hyphens.

No list of this kind can be a substitute for intensive and extensive study of the dictionary. The teacher of transcription and the learner of transcription must learn to know the dictionary as an ever-present help in time of ever-present need. The eccentricities of the language being what they are and changes in usage being sufficiently frequent to register in so short a period as the fifteen years covered by this study, only constant and close familiarity with the dictionary will make it possible for the teacher to use the latest approved form for any English word.

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# Some Changes in Spelling and Hyphenation in Webster's Dictionary

## *Of Special Interest to Teachers of Transcription*

<i>Fifth Edition</i>	<i>Third Edition</i>	<i>Fifth Edition</i>	<i>Third Edition</i>
airbrush	air brush	hardwood	hard wood, hardwood
airtight	air-tight	hat tree	hat-tree
attorney general	attorney-general	heavyweight	heavy-weight
bedrock	bed rock	highball, high ball	high ball
black-list	black list	highbred	high-bred
boardinghouse	boarding house	highhanded	high-handed
bylaw	by-law	high proof, high-proof	high-proof
beachcomber	beach comber	hipbone	hip bone
blowout	blow-out	hod carrier	hodcarrier
collarbone	collar bone	homebred	home-bred
co-operate, coöperate, cooperate	coöperate	houseboat	house boat
co-ordinate, coördinate, coordinate	coördinate	horse chestnut	horse-chestnut
copybook	copy book	horsepower	horse power, horsepower
cornerstone	corner stone	hothead	hot-head
court plaster	court-plaster	hotheaded	hot-headed
crackbrained	crack-brained	housefly	house fly
crankshaft	crank shaft, crankshaft	hummingbird	humming bird
crow's-nest	crow's nest	kindhearted	kind-hearted
cutoff	cut-off	kindheartedness	kind-heartedness
cutout	cut-out	kingpin	king-pin
cloudburst	cloud-burst	knockout	knock-out
coauthor	co-author	lightheaded	light-headed
clearinghouse	clearing house	lighthearted	light-hearted
concertmaster	concert master	lightheartedly	light-heartedly
co-worker	coworker	light-year	light year
cowpuncher	cow-puncher	lignum vitae	lignum-vitae
daredevil	dare-devil	logbook	log book, logbook
debut	début	looking glass	looking-glass
demitasse	demi-tasse	longheaded	long-headed
denouement	dénouement	lovebird	love bird
dessertspoon	dessert spoon	lower case, lower-case	lower-case
dessertspoonful	dessert-spoonful	Mimeograph	mimeograph
drawing room	drawing-room	mockingbird	mocking bird
due bill	duebill	moon-struck	moonstruck
dumbbell	dumb-bell	Morris chair	morris chair
easygoing	easy-going	motorboat	motor boat, motorboat
faraway	far-away	motorbus	motor bus, motorbus
farfetched	far-fetched	motorcar	motor car, motorcar
firebrick	fire brick	motorcycle	motor cycle, motorcycle
fire-eater	fire eater	Multigraph	multigraph
firetrap	fire trap	moss-grown	mossgrown
firsthand	first-hand	North Pole	north pole
flashlight	flash light, flash-light	openhanded	open-handed
foot-candle	foot candle	openhandedly	open-handedly
freeborn	free-born	openhandedness	open-handedness
freehanded	free-handed	openmouthed	open-mouthed
freehand, free hand	free-hand	outpatient	out-patient
fullback	full back	over-all (adj.)	overall (adj.)
grandstand	grand stand	oversea	over-sea, oversea
graniteware	granite ware	passbook	pass book
halfback	half back	passkey	pass-key
halfhearted	half-hearted	photoengraving	photo-engraving
hallmark, hall mark	hall mark, hallmark	Photostat	photostat
handle bar	handlebar	pigheaded	pig-headed
hardfisted	hard-fisted	pilothouse	pilot house
hardheaded	hard-headed	popcorn	pop corn
hardhearted	hard-hearted	popover	pop-over
hardtack	hard-tack	pre-eminence	preëminence
		pre-eminent	preëminent
		pre-eminently	preëminently

<i>Fifth Edition</i>	<i>Third Edition</i>	<i>Fifth Edition</i>	<i>Third Edition</i>
pre-empt	preempt	solicitor general	solicitor-general
pre-emptive	preemptive	standard-bearer	standard bearer
pre-emptory	preemptory	standoff	stand-off
pre-engage	preengage	steppingstone	stepping-stone
proofreader	proof reader	still hunt, still-hunt	still-hunt
proofreading	proof reading	stopgap	stop-gap
racecourse	race course	strait jacket	strait-jacket
react	re-act, react	strikebreaker	strike breaker
re-echo	reëcho	stumbling block	stumblingblock
re-examination	reëxamination	subbasement	sub-basement
re-engage	reengage	timetable	time-table
re-entry	reentry	tinderbox	tinder box
re-establish	reestablish	today, to-day	to-day
re-examine	reexamine	tomorrow, to-morrow	to-morrow
re-export	reexport	tossup	toss-up
re-engage	reengage	trap door, trap-door	trapdoor
re-enlist	reenlist	try square	try-square
re-enter	reënter	Vaseline	vaseline
role, rôle	rôle	vice-admiral	vice admiral
rolling pin	rolling-pin	volleyball	volley ball
setoff	set-off	waterlogged	water-logged
storyteller, storytelling	story-teller, story-telling	watertight	water-tight
stouthearted	stout-hearted	water works	waterworks
shockheaded	shock-headed	weekday	week day
showcase	show case	week end, week-end	week-end
side-step	sidestep	witch hazel	witch-hazel
smashup	smash-up	wrongheaded	wrong-headed

## The Educational Experience Summary

THE U. S. OFFICE OF EDUCATION, by issuing to the secondary schools a million and a half copies of the new Educational Experience Summary card, has taken a long step forward in helping both job applicants and employers, including the U. S. Government, to classify the potentialities of newly available workers and draftees.

The summary card, on green stock 8 by 10½ inches in size, provides space for a complete history of a job applicant—his personal description, physical handicaps, education, achievements, aptitudes, interests, and wage-earning experiences.

In describing the purposes and uses of the new summary card, the Office of Education explains:

The need was twofold: The youth needed some kind of authentic memorandum which would help him describe himself to interviewers; the agencies needed a concise but comprehensive statement which would enable them to place the youth where he could render the best service. In addition, youth who had completed numerous kinds of special training involved in their preparation for civil or military war service required a form of certification not generally available to all schools. . . . At this writing, the War Department has officially designated the Educational Experience Summary as "the basis for the first screening of high school men for the Army Specialized Training Program."

The Educational Experience Summary was prepared by the U. S. Office of Education in co-operation with the War Department, War Manpower Commission, Farm Production Administration of the U. S. Department of Agriculture, and the National Association of Secondary School Principals.

Complete information has been released to the public and private secondary schools in the United States.

## California Business Educators Elect

THE CALIFORNIA BUSINESS EDUCATORS' ASSOCIATION has elected new officers, whose term began in July. Leland M. Pryor, of Pasadena Junior College, was elected president, succeeding William E. Clayton, who took office as the result of a special election after the former president, vice-president, and secretary had to resign because of the war. Mr. Pryor has been president of the Southern Section.

Miss Dorothy Bitner, of Kern County Union High School, Bakersfield, is the new vice-president. She has been president of the Central Section.

Phillip B. Ashworth, of San Diego Vocational High School and Junior College, was re-elected treasurer.

# Drills in Preinduction Mathematics

R. ROBERT ROSENBERG, Ed.D., C.P.A.

**A**RITHMETIC is a skill subject in which proficiency can be achieved only by means of constant practice and review. Successful performance and promotion in many of the branches of our armed services depend upon the individual's knowledge of the fundamentals of mathematics. Every man or woman who expects to fill a meaningful place in industry must be able to perform quickly and accurately the fundamental arithmetical operations. Every high school student who expects to be inducted into the service should be required to prove his mastery of the simple computational skills or to take a refresher course in the subject as a prerequisite to graduation. The value of the work and the rate of advancement of many young women who are taking over the work in industry of men released for war service depend in large measure on their proficiency in the use of numbers.

The following preinduction mathematics drill is the first of a series to be presented this year in the *BUSINESS EDUCATION WORLD*. It is hoped that each drill will be used as a standard by which the student's mastery and control over the basic mathematical ideas and processes reviewed can be measured. These processes provide the bases or foundations upon which all calculations in higher mathematics are built.

It is suggested, if the drills are duplicated for student use, that the answers be included at the end of each drill so that it will be possible for the faithful student to check his re-

sults and to note the operations that require additional study or review.

A time schedule based upon working efficiency has been included. If the student does not achieve the time standard set for the drill, he should make repeated trials until he succeeds. It must be remembered that neither in industry nor in many of the branches of our highly mechanized armed forces, where proficiency in arithmetical computations is a prerequisite to progress and advancement, is a distinction made in the grade of work required because of the age, experience, or prior training and preparation of the individual. All who aspire to greater heights must overcome the same obstacles.

The eight drills in this series attempt to measure the preinduction mathematical ability of the manpower pool (both men and women) available for war service. Each drill consists of abstract exercises and concrete narrative cases and problems.

The topics to be covered are as follows:

1. Drill in the Fundamentals of Numbers.
2. Drill in Common and Decimal Fractions.
3. Drill in Percentage.
4. Drill in the Application of the Fundamental Operations.
5. Drill in Denominate Numbers.
6. Drill in the Metric System.
7. Drill in Practical Measurements.
8. Drill in Problem Solving.

The answers are shown in parentheses.

## 1. Drill in the Fundamentals of Numbers

PART A—15 Minutes

Problem 1. Add:

a	b	c	d
86	759	6,432	\$376.42
39	274	586	98.08
75	496	3,294	715.37
67	827	89	7.59
46	986	753	84.93
(313)	(3,342)	(11,154)	(\$1,282.39)

Problem 2. Subtract:

a	b
32,426	\$7,326.03
16,597	3,827.09
(15,829)	(\$3,498.94)

Problem 3. Multiply:

a	b
5,438	\$7,693.24
87	508
(473,106)	(\$3,908,165.92)

Problem 4. Divide:

a	b
24)17,495	(728 23/24)
497)998,986	(2,010 16/497)

Problem 5. The following table contains the selling and cost prices of various articles. Supply the missing figures.

<i>Selling Price</i>	<i>Cost Price</i>	<i>Profit Margin</i>
\$14.36	\$12.86	\$(1.50)
2.18	1.33	(.85)
.97	.79	(.18)
9.06	6.18	(2.88)
37.54	29.65	(7.89)
(\$64.11)	(\$50.81)	(\$13.30)

Problem 6. A ration board distributed the following number of books during a three-week period. Supply the missing figures.

<i>Day</i>	<i>First Week</i>	<i>Second Week</i>	<i>Third Week</i>	<i>Total</i>
Mon.	246	312	394	( 952)
Tues.	319	417	286	(1,022)
Wed.	197	325	317	( 839)
Thur.	405	276	342	(1,023)
Fri.	328	532	479	(1,339)
	(1,495)	(1,862)	(1,818)	(5,175)

#### PART B—10 Minutes

1. An employee's weekly pay-roll deduction for War Bonds amounts to \$18.75. How many \$100 bonds will he receive in one year? (13)

2. A defense worker leased a house on January 1 for \$80 a month. On May 1, he bought the house for \$8,600 and received as credit on the purchase price the rent that he had paid since January 1. He sold the house on November 1 for \$9,700. Find his profit. (The rent that he would have paid if he had not bought the house should be considered as part of his profit.) (\$1,900)

3. A lathe cost \$1,350. Three years later it was replaced with another and more modern one. Depreciation was provided at the rate of \$135 a year. If \$400 was allowed on the trade-in, what was the loss on the old lathe? (\$545)

4. A jeep was driven 12 miles in 18 minutes. What was its speed per hour? (40 miles)

5. Two men painted a house for \$240. How much should each receive if one man worked 8 days and the other worked 12 days? (\$96 and \$144)



DR. PAUL S. LOMAX, chairman, Department of Education, New York University, congratulates Dr. John Robert Gregg, author of the shorthand system bearing his name, on the golden anniversary of Gregg Shorthand in the United States, at a reception given in the Gregg offices during the fourth annual summer-session conference on business education, held under the auspices of the New York University Department

of Business Education and Alpha Chapter of Delta Pi Epsilon, honorary graduate fraternity in business education. Mrs. Gladys Seale, president of Alpha Chapter, is standing back of Doctor Gregg; Mrs. Helen McConnell, president of the Commercial Education Association of New York City, is directly back of Doctor Lomax. Doctor Gregg was the guest speaker at the conference luncheon held immediately before this reception.



# Ten Commandments for Skill Building

*With Special Application to Shorthand and Typewriting*

LOUIS A. LESLIE

IT IS essential that, from the first day to the last day of this new school year, teachers of skill subjects get maximum production from their classroom instruction. To assist you in your all-out effort to break all records this year, the B.E.W. has asked certain leaders in the profession to prepare a series of Ten Commandments for teaching the major business subjects. The title of this series was chosen in order to emphasize the fact that teachers of these subjects must obey these Ten Commandments or else they will fail to reach the desired goal.

We wish to emphasize that the author of each contribution to this series wishes to be considered only as the *compiler* of the Ten Commandments given under his name. He is stating fundamental principles upon which there is general agreement. It is always possible, however, to improve upon any contribution of this nature; so we urge our readers to comment upon these commandments and to improve them in any way they think desirable. With your co-operation we feel sure that the resulting Ten Commandments for each subject will well repay the effort spent in preparing them. Next month, the Ten Commandments for Teachers of Transcription.—*Editor*.

TEACHERS who are interested in further reading on some of the following generally accepted principles of skill building will find much help in the original sources from which these principles have been drawn. You are invited to write a letter to the editor, explaining the special field in which you wish further reading.

1. *Avoid forcing a skill that is in process of formation.* In shorthand, do not push the pupil for high reading and writing speeds in the first few weeks. In typing, do not press for accuracy and sustained stroking speed early in the course. Give the pupil time to "find himself."

2. *Form skills under the most favorable conditions.* Distinguish between building skill in the classroom and using skill in the office. While skill building is going on, keep up the scaffolding that supports the newly forming skill. Only when the skill is well established should it be tested under practical-use conditions.

3. *Develop speed skills in short, intensive spurts of 30 to 90 seconds.* Most of the speed development work in shorthand and typing,

therefore, should be devoted to short, timed writings. Many longer writings on new matter retard speed development without any compensating gain in "endurance." The spurts should be planned so that they may be built up into a 3- to 5-minute dictation each period.

4. *Obtain the relaxation that is necessary for the best skill performance.* This means that only as much mental, nervous, or muscular effort should be used as may be necessary to produce the desired result.

5. *Plan definite teaching procedures that will lead directly to the desired pupil activity.* It is not enough just to ask the pupil for greater speed or accuracy. It is the teacher's responsibility to provide procedures that will enable the pupil to attain the desired goal.

6. *Avoid mere repetition, which is not the cause of learning.* Carefully planned re-creation rather than repetition develops skill. The element to be practiced must be presented in many different forms and situations under controlled conditions. Simple repetition often results in deterioration of the skill—consider the longhand writing of many adults.

7. *Use the easy practice material that develops speed skills more efficiently than difficult practice material.* This is true both because of the psychology of skill development and because of the nature of the language as shown in word-frequency counts for shorthand and in letter-distribution counts for typing. Use difficult shorthand material for homework copying and easy dictation material for speed development in the classroom. One broadens the vocabulary; the other speeds the writing response. The well-planned dictation text makes adequate provision for both.

8. *Direct your training in shorthand and typing toward the pupil's mind rather than toward his hand.*

When the pupil comes to you, he has already developed his mental, nervous, and muscular co-ordinations in the writing of longhand. Further training of the muscles is largely unnecessary. Get the correct shorthand and typing responses in his mind, and the

nerves or muscles will perform their functions with little trouble.

9. *Use effectively in the classroom the knowledge that the expert shorthand writer or typist does not simply make more rapidly the movements of the beginner.* The beginner does not make more slowly the movements of the expert. Skills such as shorthand and typing must be begun at an elementary level of mental and nervous response, the nature of the movements changing as the mind and nervous system become better organized. Proficiency in these skills is mostly a problem of *organization* within the mind. An understanding of this fact will save much time heretofore wasted in futile attempts to obtain more expert muscular responses with insufficient mental organization.

10. *Be responsive to changes in the learning process of your pupils.* Different stages of the shorthand and typing learning process require different procedures. Don't teach in a vacuum. Change your procedures as required by the changing nature of the learning process in different stages of the growth of shorthand or typing skill.

### Department Officers Hold Over

AT THE 1942 meeting of the Department of Business Education of the National Education Association in Denver, it was decided that if the 1943 meeting should be cancelled the officers and members of the executive committee of the Department would continue in office until such a meeting could be held. With the cancellation of the meeting scheduled to be held in Indianapolis, the following will continue in office:

*President:* Cecil Puckett, Denver University

*First Vice-President:* Erwin M. Keithley, South Division High School, Milwaukee, Wisconsin

*Second Vice-President:* Miss Mildred Howard, San Mateo (California) Junior College

*Secretary:* Anson B. Barber, Madison College, Harrisonburg, Virginia

*Treasurer:* Bernard A. Shilt, Public Schools, Buffalo, New York

*Ex-Officio:* Hollis P. Guy, U. S. N. R.

*Co-ordinator:* Mrs. Frances Doub North, Western High School, Baltimore, Maryland

*Executive Committee:* D. D. Lessenberry, University of Pittsburgh, Pennsylvania; Miss Mildred E. Taft, Katharine Gibbs School, Boston, Massachusetts; L. H. Diekroeger, Hadley Technical High School, St. Louis, Missouri; Hamden L. Forkner, Columbia University, New York; Miss Icie B. Johnson, Senior High School, Amarillo, Texas; Miss Mildred J. O'Leary, Swampscott (Massachusetts) High School.

J. E. Whitcraft, head of the Department of Business Education at Alfred University, has been appointed associate editor of the *National Business Education Quarterly* to succeed Hollis P. Guy, who is now a lieutenant in the United States Naval Reserve. Mr. Whitcraft has been at Alfred University for five years. He was formerly a member of the staff at Wyandotte High School, Kansas City, Kansas.

### Want-Ad Section

A FREE WANT-AD SECTION will be included in the BUSINESS EDUCATION WORLD hereafter if subscribers indicate that they want such a feature.

Do you want to buy, sell, or trade school equipment or supplies? Do you want to get a new job or hire a new teacher? Tell the B.E.W. about it, clearly and briefly. Names will not be published; want ads will be identified by box numbers. Each ad will be run once, without charge. The B.E.W. reserves the right to investigate, edit, or omit contributions.

Want ads for the November issue must be received by October 5. Address The Business Education World, Want-Ad Section, 270 Madison Avenue, New York 16, New York.

### Christopher Morley Defines Shorthand

How often Jeff wished afterward he could have remembered sharper, or had the wit of shorthand, man's subtlest art to salt the birdwing moment

—*Thorofare*, page 447

The United States Post Office has instituted a system of zone numbers to expedite the delivery of mail in the 178 largest cities of the United States. The change requires only the adding of a numeral after the name of the city to indicate the postal delivery district in which a particular street address falls. 270 Madison Avenue is in District 16 of New York City. If you live in a metropolitan area that has been zoned, please be sure to include the key number in all correspondence with us. Mail for this magazine should be addressed:

The Business Education World  
270 Madison Avenue  
New York 16, New York

# The September Bookkeeping Contest

MILTON BRIGGS

THIS contest for all bookkeeping students will require not more than one or two class periods. The B.E.W. will distribute prizes, as described below, for the best student solutions of this contest problem. All the information is given here.

## How to Participate

1. Have your students work the contest problem on the next page. (The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies.)

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to B.E.W. Department of Awards, 270 Madison Avenue, New York 16, N. Y.

3. With your papers send a typed list *in duplicate* of the names of the students whose papers are included in the class.

4. Remit 10 cents for each certificate desired. This fee covers in part the cost of examination, printing, and mailing. The B.E.W. will award an attractive two-color Junior Certificate of Achievement to each student whose solution meets an acceptable standard. Your students will be proud to show their certificates to their parents, friends, and prospective employers.

5. Select the three papers which you con-

sider the best, and place these on top of the group. They will be considered for the award of prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.) Not less than five solutions may be submitted for certification.

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted, \$2 second prize, and twelve prizes of 50 cents in War Savings Stamps for other outstanding papers.

7. Each paper submitted must have these data in the upper right-hand corner: Student's name in full, name of school, address of school, teacher's name in full.

8. All papers become the property of the BUSINESS EDUCATION WORLD.

9. The judges will be Clyde Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of the contest is October 11, 1943. Contest papers to be considered for prizes must be postmarked not later than midnight of that date. Papers postmarked later than that date will be accepted for certification only. Prizewinners will be announced in a later issue of the B.E.W. and prizes will be mailed as soon as possible after the judges have decided upon the prizewinners.

## Send All Your Students' Papers for Certification

There will be increased interest among your students when they are rewarded for good work by attractive two-color certificates of achievement, which can later be shown to prospective employers. Remember, although only three papers may be entered for contest prizes, any number of papers (including the three contest entries) may be submitted for certification at the usual examination fee of 10-cents a paper.



# Bonus Bookkeeping for Uncle Sam

## PROGRESSIVE HIGH SCHOOL

Home Room 101

### RECORD OF WAR SAVINGS STAMPS PURCHASED

January-June 1943

Row No.	Service Team	January	February	March	April	May	June	Totals
1	WACS	\$28.10	\$26.40	\$24.45	\$18.30	\$36.20	\$29.85	
2	WAVES	17.25	10.60	23.35	32.00	28.60	21.25	
3	SPARS	16.40	19.50	16.90	19.45	34.25	28.50	
4	Air Corps	14.75	16.40	19.15	18.25	40.10	24.85	
5	Army	16.00	15.75	21.65	20.25	30.75	16.75	
6	Navy	29.50	24.25	34.10	27.95	28.50	14.00	
7	Marines	19.30	21.95	43.75	12.50	18.65	12.60	
8	Coast Guard	30.90	25.10	18.65	24.70	26.25	9.40	
	Totals							

The teacher should have this Purchase Record copied on the blackboard or duplicated and distributed to the students.

READ THE FOLLOWING *introductory paragraphs to your students:*

In beginning bookkeeping or business practice there are several easy but essential lessons for you to learn. You must make all figures clear and uniform in size, learn how to rule lines neatly with ink, realize the necessity for legible penmanship and the importance of checking all mathematical operations, however simple they may be. In bookkeeping, more errors are due to simple mistakes in addition and subtraction than anything else.

The following problem is designed to test your ability in the fundamental skills that I have just mentioned. The type of record that you are called upon to make in this problem will interest Uncle Sam.

#### The Contest Problem Begins Here

Assume that you are a student in Home Room 101 at Progressive High School. The teacher has designed a plan to stimulate student interest in the purchase of War Savings Stamps, and has asked you to keep a record of their purchases.

There are eight rows of desks in the room and six students in each row. The students in each row have selected one branch of government service for their team name, and one of their number to serve as their "Lieutenant." It is the duty of the Lieutenant to take orders for War Savings Stamps, and collect the money

for their purchase. At the end of each month the team (row of students) with the poorest record of War Savings Stamp purchases provides some kind of treat for the team with the best record.

The form above shows the complete record for the first six months of this year.

#### This is What the Student Is to Do

On plain white paper, 8½ x 11, copy the information shown above. Use pen and ink. Rule single vertical lines to separate dollars from cents in place of the decimal point shown in the illustration. Use a single horizontal rule below each of the eight entries.

Separate the columns by double lines instead of the single lines shown in the illustration. Omit all dollar signs. Add horizontally and vertically, filling in the 15 spaces with the total figures.



#### Letter to the Bookkeeping Editor

I WANT TO EXPRESS MY APPRECIATION of the prize awarded me for putting to use my limited knowledge of bookkeeping.

THE BUSINESS EDUCATION WORLD has not only given students opportunities to practice the fundamentals of bookkeeping but offers certificates of achievement, which may be valuable assets in obtaining a position in the future. Give us more of these projects. They're fun and profitable.

I intend to apply the \$3 to my War Stamp Book.—Rosemary Kaler, student of Sister Mary Louise, St. Gerard's High School, San Antonio.



## Prize-Winners in the May Bookkeeping Contest

THE FOLLOWING STUDENTS received cash prizes for their papers submitted in the B.E.W. Bookkeeping Contest for May. Names of teachers are in italics.

### SUPERIOR DIVISION

#### FIRST PRIZE—\$3

Helen Matias, St. Procopius Commercial High School, Chicago, Illinois. *Sister M. Celestia.*

#### OTHER PRIZES—\$1

Loretta Cichosz, St. Joseph's Academy, Stevens Point, Wisconsin. *Sister M. Amophilia.*

Velda Maier, High School, Forrest, Illinois. *Hattie K. Heinhorst.*

Margaret L. Towle, High School, Pittsfield, New Hampshire. *John Wilman Day.*

Priscilla Zarecki, St. Stanislaus Kostka High School, Chicago, Illinois. *Sister M. Leonissa.*

### SENIOR DIVISION

#### FIRST PRIZE—\$3

Cecile Mailloux, Sacred Heart High School, Lawrence, Massachusetts. *Sister Celine Marthe.*

Edna Henshaw, Lownds School of Commerce, New Westminster, British Columbia. *J. Lownds Shaw.*  
Annette Piche, Convent Notre Dame, Ponteix, Saskatchewan. *Sister Marie Ephrem.*

Josephine P. Sliney, Roger Ludlowe High School, Fairfield, Connecticut. *Elaine G. Barker.*

Barbara Ann Yost, High School, Simsbury, Connecticut. *Mrs. Ada Curtiss.*

### JUNIOR DIVISION

#### FIRST PRIZE—\$3

Velma Stover, High School, Bellefonte, Pennsylvania. *Ellen C. Rhinard.*

#### OTHER PRIZES—\$1

Mary Cardoza, High School, Fairhaven, Massachusetts. *Grace E. Libbey.*

Olga Savitskas, High School, Ansonia, Connecticut. *Frieda E. Turschmann.*

Leona Semple, Senior High School, Altoona, Pennsylvania. *Hazel Krouse.*

Joseph Tomaselli, St. Joseph's Commercial College, Detroit, Michigan. *Brother Dominic.*



## How to Buy and Use B.E.W. Stamps

MANY TEACHERS who use the monthly B.E.W. problems in bookkeeping and transcription find the B.E.W. stamp plan a convenient method of remitting examination fees for their students' papers.

Special B. E. W. stamps, worth 10 cents each, may be purchased in advance, in any quantity, and used as needed when papers are sent, thus making it unnecessary to issue a check or purchase a money order each time a set of papers is sent in for certification.

For example, if you estimate that you will send 100 papers during a semester, you may send your remittance for \$10 and buy 100 B.E.W. 10c stamps. Thereafter, each time you send papers for examination, affix on the back of your entry blank, or on your accompanying letter, a number of stamps equal to the number of papers you are sending. The stamps are gummed.

The B.E.W. stamps may be purchased at any time during the year and used at any time B.E.W. papers are submitted. Order them from THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York 16, New York, unless you live in Canada.

### Special for Canadian Teachers

Because Canadians find it difficult to send money into the United States, special arrangements have been made with the Canadian office

of The Gregg Publishing Company to provide B.E.W. stamps. If you live in Canada, send your remittance, with a request for the number of B.E.W. stamps you wish, to The Gregg Publishing Company, 30 Bloor Street, West, Toronto, Ontario. All students' papers, however, are to be sent to The Business Education World in New York.

## An Outstanding High School Bond Sale

IN A TWO-WEEK CONTEST last spring, two business classes of Modesto (California) High School sold \$1,715.35 in war bonds and stamps. The classes under the direction of R. J. Floyd, commercial teacher, competed with each other. Before the sale began, the pupils voted that teachers would not be allowed to buy from either class.

The first ten minutes of every period of the day were set aside for bond and stamp sales. Individual purchase amounts were not announced, and no pupil was placed in an embarrassing position because he could not buy. Members of the classes arranged all the business details of the sale and also planned the party that the losing class gave to the winners.

—\*—  
"THE ONLY DIFFERENCE between a rut and the grave is one of width."—*Zoe A. Thralls, Associate Professor of Geography, University of Pittsburgh.*

# No Time to Dilly-Dally

FLORENCE ELAINE ULRICH

A TENTATIVE program set up by a group of office supervisors for furthering the training of stenographers, typists, and clerical workers has just reached my desk. The same mail brought a letter from an editor of an office-management publication, asking for suggestions to be passed along to office managers on how to train to greater efficiency the secretaries, stenographers, and typists already in their employ.

This reaching out for a plan to improve the office worker is of immediate interest to commercial teachers. It reflects the seriousness of the pressure on business due to unavailability of adequately trained personnel. Many firms have already set up programs whereby clerical workers showing aptitude are given opportunities to study shorthand and typing under head stenographers or supervisors trained for the purpose. This is business's way of surmounting difficulties quickly, no matter how or where they are met, and of getting done the job it has to do.

## *Opportunities for the Inexperienced*

Employers who previously would not consider taking inexperienced beginners are turning in desperation to the schools. If the stenographers and typists obtained from the school prove capable and adequate, the teacher has established a market of prime importance to him and his students.

Obviously, when there is much work to be done and fewer people, machines, and equipment with which to do it, greater stress is laid on the efficiency of the worker. In many instances, employers who never bothered particularly about speed skills are now paying attention to the preparatory training of their employees.

These are not normal times, nor normal conditions under which we are working. The employer is at his wits' end trying to figure out ways of handling an increasing volume of business with fewer experienced stenographers and typists and less mechanically perfect machines.

There is no time for furbelows or furbishes. We must get down quickly to the job of lay-

ing the groundwork of shorthand and type-writing, and build swiftly, surely, and solidly.

For the time being, we must disabuse our minds of the illusion that we are merely teaching pupils. We are training stenographers, typists, and office workers, and we are being called upon to do it with judgment and efficiency comparable to that obtained in the management's own classes, so that firms will find the product of our schools more economical to hire.

This means, of course, that our teaching and testing program must be all-inclusive and have a definite purpose.

Training stenographers requires the intelligent use of students' attention to their own part in the learning process. They must be drilled in the habits of spelling correctly, punctuating properly, correcting the construction of a poorly dictated sentence, and spotting errors in grammar—all important to the efficiency of a stenographer.

We must not be satisfied with less than the best job we have ever done of teaching. Satisfaction accrues when students are definitely more proficient shorthand writers and typists *after each class period*. If the method we have been using is not producing the necessary proficiency under present unsatisfactory conditions, we must organize our instruction on a wartime pressure basis.

## *Some Wartime Problems*

"War plants are taking my students after school hours, thereby interfering with homework," wrote one teacher. That is true in many communities, but the chances are that few students ever did a good job of homework practice anyway, and the efficiency with which students learned to handle a real job in the war plant can be made to apply to classroom work by an ingenious teacher!

Capitalize on the students' initiation into wage earning. Crop corps, rationing, salvage drives, and many other interruptions will leave less time in which to instruct students in the future; but if we tighten up our teaching program, we probably will find that time is not, as we supposed, the most effective ele-

ment of instruction. *Proficiency in using that time is what counts.*

A letter received in the O. G. A. Contest conducted by *The Gregg Writer* interested me. The teacher wrote that, under conditions prevailing in the school this year, she feared she might not be able to muster enough interest in good notes to get the necessary practice done. Her shorthand teams had been ranking among the top winners in late years. The senior students, she wrote, were chagrined that the juniors showed so little interest. Finally a plan was worked out whereby each senior undertook to make himself responsible for one junior, and an intensive training in shorthand penmanship began two weeks prior to the close of the contest, March 15.

A few of the specimens written by the students before and after this intensive training under senior-student guidance accompanied the contest specimens and were reproduced in *The Gregg Writer*. They show what a little ingenuity in meeting wartime conditions can accomplish.

No teacher will admit, even to himself, that he cannot make his course sufficiently interesting to the pupils to get a good job done. The commercial teacher has always had to compete with teachers of other subjects for his students' interest, and the progress of commercial education shows how successfully this was done.

### *Intensify Your Teaching*

If you have only 20 minutes instead of 40 in which to drill your students, intensify your program and charge your teaching with so much vim and vigor that you get three times as much work done in those 20 minutes! It is important that your students become instantly interested if you are to have the opportunity of supplying more of the qualified stenographers desperately needed today. Ambitious students will relish this expert training if you use incentives to spur their progress.

Students do not lose interest while they are working; it is during the time they are dilly-dallying with the work that their youthful minds have time to play with other things. The alert teacher will not allow any time for the mind to wander, but will keep students literally "hopping" from one phase of training to another until the job is finished. He will not let a minute go by in the classroom

that has not profitably been turned to good account in practice.

Any school, under a plan of intensive teaching and drill, can carry out the minimum testing program that has been set up by *The Gregg Writer* Credentials Department to meet office requirements. This program does not allow for any special "periods" for penmanship training, for example, but it does emphasize the need for one or two minutes of intensive practice on shorthand penmanship for the purpose of establishing fluency and control at the beginning of, or during, each assignment. If a teacher observes a sluggishness in the class, he will turn to a speed drill to jolt students out of their lethargy. One or two minutes of speed practice, even during the early lessons, stimulates interest and ambition.

*The Gregg Writer* and the *Business Education World* provide comprehensive programs of awards to be used under normal conditions. These programs are flexible and can be made to fit conditions prevailing in any classroom. Certain of the tests are being used in increasing volume in business offices today.

No matter how limited the time nor how many diversions upset the school schedule, efficient training of stenographers and typists must go on, or the shorthand teacher is not doing his job as well as he can do it. Obviously, long hours cannot be spent in planning interest-getting projects, devising measurement tests, or correcting stacks of papers. The teacher must spend every minute of his time in the classroom *instructing and drilling* students in the fundamentals of stenography—and his leisure can be more profitably devoted to analysis of results and to replenishing his own energy and zest. The use of *The Gregg Writer* Awards Tests fits ideally into this scheme of things.

An intensive shorthand course should embrace training in:

- a. Theory
- b. Penmanship style development (O.G.A.)
- c. Facility and speed

and a typewriting course should include:

- a. Correct technique (O.A.T.)
- b. Speed and accuracy (C.T.)
- c. Rapid transcription practice.

Under this intensive program, more atten-

tion must be paid to transcription. It is not enough that students can take a letter or two and transcribe them with fair accuracy. Students must be drilled in production of work, which means that they take a maximum of dictation and transcribe under pressure of time limits, with usability of transcripts as the basis of qualification. These are basic requirements.

*The Gregg Writer* tests focus attention on the kind of practice we consider essential to the development of stenographic skill, and the awards stimulate the students to better effort in attaining it. These awards also serve as goals to mark off progress, and it is gratifying to watch students earnestly and enthusiastically working to earn them. It is comparatively easy to achieve a satisfactory writing style, shorthand dictation speeds of 100 to 120 words, typing speeds of 50 or 60 words, neat and accurately typed copy, and 30 to 40 words in transcription speed under *The Gregg Writer Awards Plan*. These are basic business needs.

We invite your inquiry—and the opportunity of conferring with you on your teaching problem. The shorthand teacher is faced with the biggest and most difficult task he has ever been called upon to tackle. Let's work together in training more and better stenographers to meet business needs. It's up to us to carry out this task of helping to solve one of the biggest production problems facing industry today.



## A Tribute to the White-Collar Worker

**T**RIBUTE TO THE WAR WORKER . . . the armed forces and individual heroes . . . but who recognize the white-collar worker for his full value? He's an unsung hero of this war . . . and where would we be without him? Grinding long hours overtime because no one else knows how to do his job . . . working and worrying his heart out to help build better weapons . . . keeping materials coming in so production records can be broken . . . trying to keep up his work and at the same time fill out endless reports!

He has a son in the service, gives blood to the Red Cross, is an Air-Raid Warden and a scrap collector. . . . He gives time to community activities, buys War Bonds, pays a heavy in-

## What Is the Law?



A reward was offered for the return of a lost dog. May the finder keep the dog until the reward is paid for him?\*

come tax, and is supposed to take care of increased expenses with a smile! . . .

Nerves may be cracking, health breaking, hair greying, but he's doing his job with every ounce of energy left in his system. . . . For he's interested in America above all and the freedom of life which is meant by the "American Way." . . .

We salute the white-collar worker for his devotion to his job—to his country—and for the important part he is taking in earning the Victory!—*Advertisement of Domore Chair Company in Fortune Magazine.*

## Commercial Teachers In Wartime

We're the ones . . .

Who train the clerk for office work—  
To write the thing that starts the string  
Of notes and orders sent both near and far:  
To man the files in rows of miles;  
To check the slips that fit the ships,  
That route the trains, that chart the planes  
That carry the weight of deadly freight  
To brothers and sons for Nips and Huns.

—Ray Abrams

\*Yes. If a reward is offered for the return of lost property, the finder may keep the property until the reward is paid to him. (*American Business Law*. R. Robert Rosenberg.)



# What's Wrong With This Picture?

NORMAN B. CLARK  
*Woodbury College, Los Angeles*

THESE skits convey suggestions about office deportment without smothering the audience in platitudes. The author suggests that the significant actions be underscored in production so as to make the point easy for the audience to grasp. A minimum of office furniture is required for the stage setting.

For more of Mr. Clark's skits, see the BUSINESS EDUCATION WORLD for June, 1941.

## MYSTERY: IS HE AWAKE?

SETTING: *In Mr. Bonbright's office. Mr. Bonbright at desk working. Enter Frank Elliott.*  
MR. BONBRIGHT. Oh, hello, Frank. Have a chair and I will be with you in a minute. (*Frank sits in the armchair, slouching down in it, making himself quite at home. Mr. Bonbright looks up.*) What did you find out?

FRANK. They said that they could let us have the No. 2 milling machine in ten days—but it would be at least three weeks before they could deliver the multiple grinder.

MR. BONBRIGHT. Did you try Manning's?

FRANK. Yes, I did, but they can't promise delivery inside of six weeks. I think Hammond's is our best bet.

MR. BONBRIGHT. I guess you are right. Well, tell them to try to beat that delivery if they can.

FRANK. Yes, sir. (*Lumbers out of the chair and out of the room. Mr. Bonbright looks after him and shakes his head.*)

(Curtain)

POINT: Don't slouch in an attempt to look "free and easy." It is better to look alert. A man's mind is judged, rightly or wrongly, by his appearance and actions.

## JOE COLLEGE SHAKES HANDS

SETTING: *The reception office. Miss Reynolds is at a desk, just hanging up the receiver. Tom Gerhardt is standing before the desk with a brief case.*  
MISS REYNOLDS. Mr. Bonbright says he will be right out to see you, Mr. Gerhardt.

TOM. Thank you. (*He sits down. After a moment Mr. Bonbright enters. Tom rises. Mr. Bonbright walks briskly over to Tom.*)

MR. BONBRIGHT. Mr. Gerhardt?

TOM. Yes, sir. (*Mr. Bonbright extends a friendly hand. Tom grabs it and gives him a pump-handle shake.*)

MR. BONBRIGHT. I have only a moment or two, Mr. Gerhardt, but I'll be glad to hear about this idea of yours.

TOM. Just a minute, Mr. Bonbright. I've got some drawings here in my brief case. I think you will be. . . .

(Curtain)

POINT: Don't give a "Joe College" or "pump-handle" handshake to older men.

## OFFICE DYNAMITE

(*In a tearoom. Anne Sims and a friend, Virginia Lowe, are at luncheon.*)

ANNE. How do you like your work by this time?

VIRGINIA. Grand. Really, it's quite exciting.

ANNE. Well, that's a new word to describe work.

VIRGINIA. I mean exactly that. If I were to write down all that goes on in our office, it would make a thrilling story.

ANNE. Really?

VIRGINIA. Yes. You see, in our office there are two factions. There is the Stewart crowd, who just barely control the business, and then there is the Jennison crowd, which is pushing them for all they are worth. The Jennisons are trying to get control of the business, and talk about the feud between the Hatfields and the McCoy's—that was tame besides this.

ANNE. How interesting!

VIRGINIA. There's even romance in it. They say around the office that young Durward Jennison is courting one of the Stewart cousins who has a small block of the stock—and if that goes through, just watch for fireworks.

(Curtain)

POINT: Don't discuss private business matters with outsiders.

## KEEP IT DARK

(*In the outer office. Mrs. Blaney and Sally on stage. Sally typing.*)

MRS. BLANEY. Are those the schedules on the income tax that you are typing?

SALLY. Yes.

MRS. BLANEY. How soon will they be done?

SALLY. I'm practically through now.

MRS. BLANEY. Good. (*Exits.*)

(*Sally finishes and the bell rings. She lays the report on her desk and exits right. Enter Anne. Anne reads the report. Hears Sally returning. She slips into her chair and is busy typing when Sally gets back.*)

(Curtain)

POINT: Confidential papers should not be left around on desk tops.

(To be continued)

# Audio-Visual Aids Pay

## DO YOU KNOW —

What the facts are about speedup in learning when audio-visual aids are used?

Why the armed forces, industry, and government war agencies have chosen the "eyeway-earway" to learning?

Why audio-visual aids can help teachers do a better job?

Why the use of audio-visual aids is more than an educational fad?

What dividends audio-visual aids pay to the student? To the teacher?

**A**MERICANS are fighting a global, mechanized war. Modern warfare demands that we learn new facts, understand new problems, acquire new skills, and develop new attitudes. Today the armed forces, the Red Cross, Government agencies, public schools, universities, business, and industry are embarked upon all-out emergency training programs unparalleled in size and importance in American history. These institutions recognize that, if time is to be on our side, this training job must be done faster and better than ever before—in short, we must have *more learning in less time*.

Audio-visual aids are playing the major role in this training speedup. Educational motion pictures, filmstrips, lantern slides, flat pictures, models, posters, charts, recordings, and numerous special training devices are all doing a job.

Enthusiasts frequently exaggerate the over-all values of these aids. Conservatively, however, experiments show (1) approximately 25 per cent to 35 per cent gain in factual information, and (2) approximately 35 per cent increase in retention over traditional methods of instruction of that information when visual aids are properly used.

Specific examples of similar gains are to be found in the United States Navy training program. Recently one of the Radar schools saved 50 hours of instructional time during one month's training through the use of motion pictures, filmstrips, flat pictures, and models. Furthermore, the men passed the regular periodic examinations, testing facts and skills, with higher grades than similar groups not using audio-visual materials. Reports from other branches of the armed forces are equally revealing.

Industrial experience also testifies to the speedup in learning, especially when films are used for skill training. The Douglas Aircraft Corporation, using the Office of Education film "The Micrometer," reduced training time by 33 per cent and increased accuracy of reading the instrument by 10 per cent. The International Business Machines Corporation achieved similar results from classes using this film. General Motors, Chrysler, General Electric, and other corporations use cutaway models, charts, graphs, filmstrips, and motion pictures to train mechanics, supervisors, and salesmen. These corporations also utilize audio-visual

materials and radio to inform salesmen about the products and services they have to sell.

A checkup of Government use of audio-visual aids to train their personnel shows what they do. The Office of War Relocation Administration has printed thousands of war posters attesting to the value of giving information and fabricating facts. Words have been printed about the man Rockwell to interpret the meaning of the word what Freedom from Want, Freedom of Speech, and Freedom of Worship mean. These words give deeper meanings and meanings to the words cast in type.

Millions of dollars are being spent on the armed forces, the United States Navy, and the United States Army. As of June 1, 1943, there were more than 700 filmstrips in

# Learning

HOW  
CONCRETE  
IS YOUR  
TEACHING?

DIRECT

# CONCRETE CONCEPTS

# Dividends

ELIZABETH GOUDY and LT. FRANCIS W. NOEL

form the public about the products and serv-  
ent war agencies discloses that many are using  
their personnel or to carry the story of what  
War Information's morale-building films and  
attest the values of the visual approach for  
fabricating attitudes. Countless numbers of  
about the "Four Freedoms," but it took Nor-  
these principles in four historic pictures on  
t, Freedom from Fear, Freedom of Speech,  
mean to the common man. These pictures  
more lasting impressions than all the words

being spent by one branch of the armed  
Navy, to produce audio-visual aids for train-  
the Navy had over 400 training films and  
in production. Numerous electrical tran-

scriptions and other training devices, the description of which  
must remain a naval secret, were under construction at the same  
time. The Army's production program is even larger—films being  
produced number over 800, and filmstrips approximate 700.

Dorothy Thompson recently devoted her entire syndicated  
column to the use that the Army is making of motion pictures.  
She declared, in part: "Confronted with this problem (of educat-  
ing millions of men) the Army has discovered and used what the  
school systems have largely rejected; namely, the immense possi-  
bilities of the movies. Here is an instrument through which  
masses of men are being taught, in the most interesting way,  
actually how to take apart, put together, and use a rifle, and the  
actual facts about geography and politics as the cause of war. Why  
can we not, through the film, breathe life into the dead bones of  
every branch of education?"

Representative Will Rogers, Jr., recently speaking before Con-  
gress, endorsed training films by saying: "I want the House of  
Representatives to know what a tremendous aid these training  
films have been. I was recently in the Army and was trained  
by these films and later used them to train other men. The use  
of training films has cut the training time by 30 to 80 per cent."

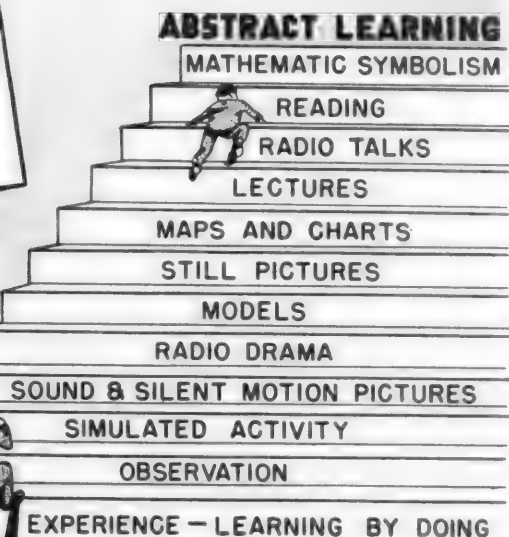
Captain Byron McCandless, U.S.N. (Ret.), Commandant of  
the Pacific Fleet Schools, has described the value of visual aids  
in this terse manner: "When the hell of battle breaks loose,  
when bombs are bursting, when shells are crashing, when tor-  
pedoes are stealing through the waters, every man aboard ship  
must do the right thing. Failure can result in the loss of ships,  
the loss of lives, even the loss of the battle. To sear training  
into the minds of our men, *we must use visual training tools.*"

Executives of more than a hundred large industrial concerns  
now using audio-visual materials were questioned, in a recent  
survey, as to their probable postwar uses of these aids. Eighty-  
five per cent of the executives anticipated a greater use than at  
present. Significantly, the same survey showed that the longer  
the visual aids were used by these companies, the more certain  
the executives were of their value.

If the use of audio-visual aids makes no other contribution  
than to speed up learning and increase the retention of informa-  
tion, they must be judged economically and educationally sound.  
Use of these training aids leads to many other desirable results,  
however. Most of these are highly difficult or impossible to  
evaluate with present so-called slide-rule or objective measuring  
instruments.

The authors, in company with a host of others, feel that sub-  
jective observations, especially of teachers, are valid criteria in de-  
termining the effectiveness of teaching materials. That is, when  
large numbers of teachers report greater student interest in school  
work as a result of the use of audio-visual aids, a valid conclu-  
sion is that these aids do *increase student interest*. Added to

## Experience



TE LEARNING  
LE FEELING

this evidence is the almost universally favorable comment of the lay public who have had the privilege to observe at first hand the educational use of these audio-visual materials.

Virtually without exception, these people will make some such remark as, "Why, using that picture made the lesson much more interesting," or "I'd never been able to understand that before." Again, a poster having only printing on it will be ignored, while people will linger to study a Norman Rockwell picture of the Four Freedoms, even though the printed poster is on the same subject.

Thus, the great mass of evidence indicates that the use of audio-visual materials *does increase interest*. The psychological importance of this factor will be discussed later.

Likewise, similar evidence and sound reasoning indicate that audio-visual aids make *ideas clearer* to the students. For example, as a simple experiment, try to tell a class of new students just exactly how to sit at the desk, how to hold their hands, pens, and notebooks in taking dictation. Or try to tell the students how to make any of the basic shorthand outlines. In these situations the teacher, without attempting to analyze why she does it, will demonstrate the correct positions or go to the board and illustrate the outlines. She makes her ideas clearer through the use of visual aids.

Another important characteristic of the use of these aids is that they set *standards of performance*. The Gregg film, "The Champions Write," besides contributing many other values, helps to set standards of performance by enabling the student to see how these world-famous Gregg Shorthand champions work. Contributing to this same factor is the *inspirational value* of the film; it makes students feel and appreciate that these men and women are human beings like themselves and that championship performance is something that the student can reasonably aspire to duplicate.

Additional values gained from using audio-visual aids, besides a marked speedup in learning and greater retention, may be summarized thus:

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MRS. ELIZABETH GOUDY is director of radio and visual education for the Los Angeles County schools, on leave with the United States Government and stationed in Washington. She has written many magazine articles and radio scripts. She is secretary of the Association for Education by Radio and supervising editor of the *AER Journal*.

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LT. FRANCIS W. NOEL is director of audio-visual education for the Santa Barbara (California) city and county schools, now on leave to serve in the Navy. He is working on audio-visual aids for the Navy training program. He has published many articles and an important study on motion pictures.

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- A. Making the subject more interesting to students.
- B. Making ideas clearer to students.
- C. Setting standards of performance.
- D. Inspiring students to greater achievement.

### *Materials and the Learning Process*

All the foregoing values increase in importance when they are considered in relation to the way learning takes place. Words, whether spoken or written, are symbols. They have no meaning to the learner unless he is able to bring to them a background of experience, real or vicarious, that will help him understand them.

A Midwest university professor tells this story, which aptly illustrates the point. He taught a Sunday School class of young children who could not yet read. They learned songs, psalms, and prayers. One day, schoolteacher-like, he chose to test them by having each little tot repeat what he had learned. All went well until he asked the little girl with the golden curls to recite the Lord's Prayer, and this is what he heard her say: "Our Father Who art in Heaven, Hollywood be Thy name."

The word "hallowed" had no meaning for that child. Movies and radio programs that she had seen and heard had given meaning to the word "Hollywood," and so she used it.

For words to have meaning, they must be preceded by experiences. Those experiences may be real-life happenings (firsthand), or they may be vicarious (secondhand). Learning by doing is a concrete learning experience. A student learns to typewrite by actually practicing at a typewriter, not by reading a set of instructions and looking at a diagram of the keyboard.

But after he has become familiar with the typewriter, he may gain additional knowledge by watching a motion picture of Tangora typing. This becomes a concrete learning experience, while just reading about Tangora is decidedly more abstract.

The proposition in learning is that the concrete precedes the abstract if the abstract is to possess a richness of meaning. Audio-visual



training devices all provide concrete learning experiences to the degree they approach reality of experience. The accompanying chart shows how certain teaching materials might be rated according to the degree of concrete learning they provide.

There are still other things that make the use of audio-visual materials psychologically sound. Learning does not take place by accident; it is subject to a variety of variables. These variables include the factors of interest-getting, attention-holding, and attitude-building.

First, a brief consideration of interest. One educator has said that the problem of interest in teaching is not whether pupils learn with interest or without it; they never learn without it. Audio-visual aids help generate interest. The motion picture of champion shorthand writers taking dictation at a high speed stimulates and intensifies interest in learning that skill.

Any teacher who has had a single day's experience in the classroom knows that attention-getting is a "must" for learning-readiness. Motion pictures, charts, slides, filmstrips, and recordings get attention, not only because they generate interest, but also because they provide a variety of classroom experiences by introducing new materials to the students or presenting old materials in a new way.

Students often practice telephone techniques over interoffice or dummy telephones, but the use of the Mirrophone to record telephone voices and telephone conversations can get and keep attention better than these other devices. Spectacular improvements have resulted from recording students' voices and letting them hear themselves as others hear them.

Attitudes are important to learning. An attitude in favor of learning affects the amount and kind of learning that takes place. If a student learning to be a secretary believes that knowing how to answer the telephone properly is unimportant in an office, then the chances are that his attitude will be unfavorable toward learning how to telephone properly.

A film like "The Voice of Mr. X" and records on "Telephone Manners" (Gregg Secretarial Training Records), properly used, build attitudes in favor of good telephone manners because they dramatize in a convincing manner what happens if the incorrect technique is used, and they reproduce life situations that are

affected by telephoning. The student sees the value to himself of learning how to telephone, and as a result wants to improve.

### *The Challenge*

The latest and by far the most important audio-visual aid investigation is the American Council on Education Motion Picture Study Project.

The final report of this study is contained in a book entitled "Focus on Learning."<sup>1</sup> In it, the author and director of the study, Dr. Charles F. Hoban, Jr., presents the implications for the whole audio-visual education movement. Stating the case, he writes: "The textbook and the textbook lesson, valuable as they have been and still are, no longer can be considered adequate as the sole source of learning experience and teaching procedure."

In a modern world, textbooks and textbook procedures are not enough. The successful teacher must turn to other materials and techniques. The inventive genius of America has, and still contributes, a host of new instructional materials and devices. Most of these come under the classification of audio-visual training aids. Research studies and classroom evidence, especially that from present wartime training, give conclusive proof of their value. A quest for further evidence on this point is no more warranted than further efforts to prove that a straight line is the shortest distance between two points. It has been proved that audio-visual aids properly used are the shortest distance between the thing to be learned and the learner.

These facts and the intelligent acceptance of them by educators and the lay public are so important that they constitute a revolution in education.

With the great shortage of commercial teachers, and the desperate shortage of graduates from commercial schools, all commercial teachers will want to familiarize themselves with audio-visual aids; they will want to explore and experiment with these materials and the techniques for using them so that they may not only immediately improve their teaching, but make their contribution as leaders in the years to come.

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<sup>1</sup> *Focus on Learning*, Motion Pictures in the Schools, Charles F. Hoban, Jr., American Council on Education, Washington, D. C., 1942.

# They Get Jobs!

CHARLES A. JUCKETT

**L**EADERS in commercial education have proclaimed that the high school secretarial course should have a strictly vocational aim, but actual practice produces relatively few graduates who can hold down a secretarial job without great amounts of training by the employer and his office force.

Especially in these days, when there is a shortage of adequately skilled secretarial workers, the high school should stress the development of employability in its graduates. Speed of 40 words a minute in typewriting, ability to take 80 words a minute in shorthand, and elementary knowledge of filing, spelling (frequently *too* elementary), punctuation, and office etiquette are far from comprising all the "employable abilities." Yet to say that most graduates of commercial curricula have even these elementary abilities is to be optimistic, indeed.

Faced with these facts, we began about five years ago to develop secretarial training that would give our graduates "employable skills." Our program shows three phases of training:

1. Class work in Shorthand I and II, Typing, and Secretarial Practice (including dictating machines, calculators, duplicating machines, etc.).
2. Voluntary work in Commercial Department "Workshop."
3. A co-operative training program.

## *The Commercial Workshop*

No one's imagination will be strained in an attempt to understand the first phase. The second requires some explanation.

Fortunately, we are not as cramped by budgetary inhibitions as are some of the brethren of the teaching fraternity. We have been able to buy, over the past five years, the following equipment: a rebuilt Dictaphone, a Burroughs Calculator, an electric Mimeograph, a Mimeoscope, a long-carriage typewriter, two typewriter desks, filing equipment and other necessary office furniture, a paper cutter, and extra typewriters.

These were installed in a small room, about

6 by 18 feet, which had formerly been the second-floor stock room. This room, because of the activities centered in it, is now known by various names, such as the "Slave Hole," "Inkspot," and "Sucker Shop." Some of its names border on profanity.

The Shorthand II and Secretarial Practice students and post-graduates (who are working to acquire advanced typing and secretarial techniques) are expected to, and do, spend between three and five periods a week in the room doing odd secretarial jobs for the school: transcribing teachers' letters, checking attendance records with the aid of the Calculator, and making programs and tickets for school performances. Classwork in this room includes development of skill on machines (each person individually).

Participation is about 90 per cent voluntary. This may sound as if I were writing with my tongue in my cheek, but remember that these students are *producing* something. That makes it worth while. A summary of an average week's work would show about 30 duplicating jobs completed, 35 to 50 letters transcribed from shorthand notes and machine records, 10 to 15 pieces of copy work, possibly a program of from 4 to 10 pages, and—in addition—classwork on machines.

As a reward for good work, and to develop responsibility, the student is not expected to report to study halls but may sign up to work in this Workshop. Disciplinary control is exercised by the students themselves. To be sure, King Hullabaloo is apt to reign once in a while—but not any more often, in practice, than he will in a study hall! When you give it a chance, democracy is apt to work in a way that would surprise our teachers of the subject.

## *Co-operative Training*

By the first of February in their senior year the more capable advanced secretarial students attain techniques and abilities adequate for most secretarial positions. They are then introduced

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CHARLES A. JUCKETT (A.B. and M.A. from New York State College for Teachers) has taught in the East Hampton (New York) High School since 1936. He is especially interested in co-operative education, education for superior children, visual education, and a paper published by grade-school children of East Hampton with a minimum of supervision.

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to the third part of their training. This consists of four weeks of work in local offices under the direction of employers who have capable office staffs.

So much has been written about co-operative training for high school students that there would be little point in my summarizing here the advantages and the precautions to be taken. After all, when a new cure-all, catch-all, come-all is discovered in education, why help in riding it into the ground? Suffice it to say that these four weeks are divided into two periods of two weeks each; that the student's classes are transferred to the afternoon; that Shorthand II and Secretarial Practice classes are dropped; and that the students spend the time from 9 to 12 in the office and come to school in the afternoon.

Some interesting stories always come to light after the first two weeks is over. This is always an excellent time to impress upon the co-operative student the necessity for secrecy and the importance of being close-mouthed. It always impresses one of them when they tell you about something they were doing and you snap back, "That's none of your business—or of mine!" Theatrical, but effective.

One girl was very much surprised to find that "In re" is a commonly used device on letters. In fact, she found that all letters written by "her" firm employed this line. Also, she—and all the other co-operative students—learned that straight copy work (as in speed tests) is the exception rather than the rule, and that numbers are not just those things on the top row of keys but that they are *used*.

Another girl found a machine about as big as she is, called a "posting machine." While she was wondering how many years it would take to learn to operate, her boss told her that she would start on it the next morning. She wanted to quit when I saw her that noon, but now that she can operate it *by herself*, she thinks it's "more fun!"

The same girl found her knowledge of the Calculator of inestimable value when she was expected to make extensions, and—horrors!—to do a problem on *two* Comptometers involving a figure of over 100,000,000. She also found that her skill on the Calculator wasn't sufficient—a good thing for a sixteen-year-old girl to know. Don't you agree?

Another girl, working in a newspaper office, was forcibly impressed with the necessity for absolutely accurate proofreading—she had to correct the school notes sent in by members of *her* high school newspaper staff.

Another was introduced in a very embarrassing way to the necessity for good health. She fainted after her first hour in the co-operative office. She then went home and went to bed where she had belonged in the first place.

Then there was the inevitable exception. After I had impressed on the co-operative students the horrors of gum chewing while on the job, one of them went to an office where the boss handed out gum every morning—and renewed it for the whole office every hour.

The teacher is justified in sending only co-operative students who have acquired absolute control of secretarial techniques. In spite of many trials, it still has never proved profitable to send any but the best. Second, third, and fourth best are not good enough and reflect on the school system. Don't ever send them!

We never send two students to the same business in the same year. There's a good reason. A co-operating businessman will carry a torch for the *one* co-operative student he's had that year, but never for two. Depend on that! Also depend on the fact that this little trick is not only a good employment device, but it can be one of the dandiest bits of public relations you ever saw. Who can resist a youngster who is trying so hard to learn?—and look how much the school is doing for these modern children!

Is it successful? Yes. Our graduates get jobs. Where? All over the place.

Why is it successful? Because of the second step. That practical experience that they get, working on their own, speeds up their development by at least two months. I intended to convey in this last sentence that I was talking about working ability. If you took it to mean mental maturity, you're wrong—because it speeds *that* up by a full year. Try it! It works!

# On the Lookout

ARCHIBALD ALAN BOWLE

1 Despite wartime shortages of materials and the heavy demands of the Army and Navy, the makers of office equipment have branched out with new ideas and have found substitutes for many materials that are no longer available for civilian use. For example, a substitute for rubber cement has been announced by Friedrichs. The substitute spreads thinner and goes further than rubber cement and is said to be capable of doing about 90 per cent of the jobs for which rubber cement was ordinarily used.

2 For keeping rubber parts of office machines in good condition, there's the new Sten-O-Fren, a chemical product that revitalizes rubber and restores its original resiliency. This product cleans rubber, too. Your typewriter platen, rubber printing-machine rollers, and rubber stamps may now have a greater life expectancy.

3 Hedges presents a new "duration" filing cabinet, equipped with two wood rollers, which make for smooth and silent drawer action. The rollers drop into a groove that locks the drawer, preventing it from sliding out. The cabinet is built so that a follower

-----  
A. A. Bowle September, 1943  
The Business Education World  
270 Madison Avenue, New York 16, N. Y.

Please send me, without obligation, further information about the products circled below:

1, 2, 3, 4, 5, 6, 7, 8, 9

Name .....

Address .....

block and rod may be set in easily. The units are built so that they can be stacked, of course.

4 A springless, free-swivel posture chair with automatic self-tilting back pressure support is one of the new chairs on the market. It is made in wood or with upholstery. Typosture Chair Company announces the wood chair as available in oak, walnut, mahogany, and green finish, and the upholstered model in red, brown, green, or leatherette.

5 A new wood typewriter fixture is now standard equipment in all the pedestal typewriter desks sold by Jasper Office Furniture. This fixture embodies a number of advanced principles of construction. The typewriter can be shut up in the desk without being bolted to the platform, and a machine with a carriage as wide as 14 inches can be used without shifting it on the platform. The mechanism is rigid and vibrationless, and the platform moves smoothly in and out of the pedestal.

6 Can't Slip, a fluid typewriter-platen cleaner made by Clarotype, now has something new in the formula that tends to soften the platen. This cleaner is applied with a brush. It fills in the cracks and crevices of the platen, making a smooth surface that will help to produce neat typing and will also prevent paper from slipping.

7 Imperial Methods Company has a number of new items that I'd like to tell you about; their stationery rack interests me especially. It has three letterhead-size divisions, a drawer for carbon paper, and compartments for small and large envelopes.

8 The new Victory containers, made without gummed tapes and having a smooth, solid bottom and only one fastener, are good for keeping records that are referred to but seldom. These containers are dustproof and are made in twenty-two convenient sizes.

9 All the time-saving advantages of steel trays are provided by the new Columbia machine-posting trays of hardwood construction. The operating mechanism is the same as in the steel trays, and the smooth, sanded surface is finished in olive green to match the steel trays. These trays are manufactured by the Wilson Jones Company.



# Motivate the Business Law Lesson

R. ROBERT ROSENBERG, Ed.D., C.P.A.

IT is an accepted fact, on which too much stress cannot be laid, that interest is the handmaid of learning. For this reason, motivating materials and devices must be used as instruments of instruction in order that a desire for new learning may be aroused in the student. No subject in the commercial curriculum responds more favorably to interest-stimulating devices—resulting in more effective teaching and learning—than does commercial law.

Of course, the ability and the readiness of the student in terms of prior preparation, age, grade, and general intelligence are major factors in determining what type of materials may profitably be used in the law class. Thus, it can be seen that the textbook, the workbook, the testing manual, and similar materials become tools to be used for the specific purpose of solving the problem situations.

When the length of the business-law course affords opportunities for a wider scope of study and activities than that provided by the course of study or by the textbook in use, the following suggestions provide a challenge to the law student:

Citations of adjudicated cases can be assigned for research, and reports presented by each member of the class.

Cases and problems studied in class can be dramatized by assigning them to the students for presentation at mock trials during business-law forum periods, with the teacher (or a student appointed by the teacher) acting as judge, with students acting as opposing attorneys, and with the other members of the class representing the jury.

Current social legislation can be studied as it is enacted.

Press reports of local cases pertinent to the topics studied can be brought to class.

The students can keep notebooks and scrapbooks in which the main legal business principles studied may be recorded for study and review, and in which business and legal papers and items of interest clipped from newspapers and magazines may be pasted, for use as the basis of a legal discussion.

Trips can be taken, if practicable, to the

nearest court that deals with cases arising out of business transactions.

Review lessons can be stimulated several times during the course by the use of contests patterned after the "Professor Quiz" or the "Can You Answer This?" programs.

Each new law principle can be introduced with a case that is conceivably within the student's experience, for discussion of what should be the law on the basis of what is right and wrong. The legal principle that applies to its solution can then be presented. This presentation should then be summarized with illustrative examples and with several cases for student solution. This modified inductive case-method approach to the study of business law has been found to be productive of very desirable learning with a minimum expenditure of time and effort. This is due to the motivation provided by the cases used to introduce each new legal principle.

Other suggested classroom procedures that contribute to the efficacy of the instruction are the following: emphasizing essentials only; stressing at least one new principle each period; reviewing each day at least one principle studied at some time earlier in the term; justifying each principle by applying it to a life activity of the student or by showing how it might come within the scope of the student's everyday activity; illustrating each new principle with some personal experience or with a case known to you; testing periodically by means of simple case problems; encouraging student participation in classroom discussion.

These and similar activities represent the difference between a subject taught by rote and a living, vital subject, influencing the lives of all students in their everyday activities.

Although these suggested classroom practices will undoubtedly be of great help to the teacher, it must always be remembered that, in the last analysis, the teacher is and always will be the most important factor in successful classroom activity. No textbook or other materials of instruction can do more than merely supplement, in a timesaving reference capacity, the experience, training, and interest of the teacher.

# School News and Personal Items

**A**PPPOINTMENTS to "duration" positions have been made by the Los Angeles public school system in the absence of LT. J. N. GIVEN (head supervisor of commercial education, now in the Navy), LT. BARNETT ATKINSON (supervisor, now in the Army Air Forces), and P. W. THELANDER (George-Deen co-ordinator, now on leave). These appointments are:

DR. JESSIE GRAHAM is advanced, for the duration of the war, from supervisor to the position of head supervisor of commercial education. She is responsible for the entire program and is especially concerned with the stenographic and clerical curriculums.

C. M. DAVIS has been elected supervisor, with direct supervision over the work in salesmanship and bookkeeping in addition to other responsibilities. Since 1937, he has been counselor at the Metropolitan School of Business, Los Angeles. He served as George-Deen co-ordinator when he first joined the staff of the Commercial Education Section.

DONALD EUGENE KINNETT has been elected George-Deen co-ordinator, succeeding P. W. Thelander for the duration. Mr. Kinnett has been a very successful salesman and for several years headed his own market research organization. He taught merchandising at Los Angeles City College before joining the Commercial Education Section.

MRS. CLARA RAPP continues as co-ordinator of part-time work in offices and stores in the downtown district of Los Angeles.

FRANK K. REID, of Wichita, Kansas, was recently elected superintendent of the Planeview-Beechwood Public Schools. This school system is a part of two war-housing projects set up by the United States Government for housing defense workers employed by the three airplane factories in the Wichita area. The position is a joint superintendency of two separate districts. Combined, they consist of 4,882 housing units with a total population of 22,400 when completely filled.

Before accepting this position, Superintendent Reid was connected with the Wichita Public Schools for fifteen years in teaching and administrative positions. He holds degrees from Northwestern College, Alva, Oklahoma, and Columbia University. He has spent the past few months interviewing and hiring teachers for the new system's four elementary schools and junior-senior high school. The system will operate seven kindergartens, and at least five day nurseries for children from two to five.

C. E. HINSHAW, also of Wichita, will serve as principal of the junior-senior high school. Mr. Hinshaw is a graduate of Friends University at Wichita. His master's degree was issued by Colorado State College of Education at Greeley.

In this new system, very strong emphasis is to be placed upon guidance and curriculum direction. DR. CLOY S. HOBSON has been chosen as Director of Curriculum and Guidance. Dr. Hobson has been superintendent of the Genoa, Illinois, schools for the past sixteen years. He will also have charge of the testing program.

ROBERT E. FINCH has been appointed supervisor of commercial education for the public schools of Cincinnati. He has degrees from Ohio University and Cincinnati University and has taught in the Cincinnati schools for several years. He formerly taught in three other schools in Ohio.

Mr. Finch is the author of "The New Commercial Program," one of the Personal Growth Leaflets (No. 113) issued by the National Education Association. He has contributed many articles to educational magazines, including the BUSINESS EDUCATION WORLD. His latest article in the B.E.W. was on the teaching of typewriting. He is especially interested in intra-school accounting and has charge of this activity in the Cincinnati school system.

DR. HAROLD B. BUCKLEY has been commissioned a full lieutenant in the U. S. Naval Reserve. He is on leave of absence from his position with the U. S. Office of Education as regional agent for business education in the District of Columbia and thirteen North Atlantic states. He was formerly chief of business education for Pennsylvania.

CECIL PUCKETT returns to Denver University this fall, after a year's absence, to resume his position as head of the Department of Business Education with the title professor of education. He has also resumed the direction of the School of Commerce summer session. For the past year, he has been associate professor of business administration at Indiana University.

Mr. Puckett is president of the N.E.A. Department of Business Education. He has also been vice-president of the business section of the Colorado Education Association and president of the business section of the Indiana State Teachers Association.

DR. NOEL P. LAIRD, professor of economics and business administration at Franklin and Marshall College since 1925, was recently commissioned captain in the Army Specialist Reserves and reported for duty on June 28.

Dr. Laird served overseas with the U. S. Army Tank Corps in 1918-1919. He is a member of the Executive Board of the Eastern Commercial Teachers Association and has been director of civilian defense training for Lancaster County, Pennsylvania.

LT. KENNETH KNIGHT, on leave from the Metropolitan School of Business, Los Angeles, has been awarded a cup for the highest academic record in the Officer Candidate School, Army Air Forces, Miami Beach, Florida.

MISS MARIEN KERLEE, also on leave from Metropolitan, was selected because of her high academic standing to become a member of the teaching staff at the WAVES training school at Northampton, Massachusetts.

CARMIE J. ODELL has been elected head of the commercial department of the Pontiac (Michigan) Senior High School. He has taught in the University of West Virginia Demonstration High School, Findlay (Ohio) College, and Bad Axe (Michigan) High School, is an active member of several professional associations, and has written for publication. His degrees are from the University of Michigan.

ARTHUR L. WALKER succeeds Dr. J. M. Hanna at Western Michigan College of Education, Kalamazoo, as Associate Professor of Business Education and Acting Head of the Business Education Department. Dr. Hanna, now a lieutenant in the Navy, has been assigned to an administrative post in the Navy's collegiate program.

Mr. Walker, a graduate of North Texas State Teachers College, holds a master's degree from Colorado State College of Education. For the past six years, he has been head of secretarial practice and placement at Mary Washington College, Fredericksburg, Virginia. He has taught also in high schools in Iowa, Arkansas, and Texas and is the author of several articles on the teaching of office machines.

ROBERT LA DOW, for many years a Pacific Coast representative of the Gregg Publishing Company and for the past year a member of the faculty of the U. S. Naval Training School at the University of Indiana, has been appointed Collaborator of the Storekeepers' Laboratory at this school. In this laboratory new materials for the teaching of storekeeping to WAVES are under preparation by members of the faculty.

### Is Your Subscription Expiring?

In the interests of economy, and at the request of the Government to all magazines, *The Business Education World* will no longer be able to continue sending copies of the magazine to anyone whose subscription has expired. Subscribers will be notified two months in advance of expiration.

If the stenciled address on the wrapper of your copy of the B.E.W. carries X943 above your name, your subscription expires in September, 1943.

The B.E.W. subscription price is still a bargain—\$2 for one year, \$3 for two years.

DR. J. MARVIN SIPE has joined the faculty of Texas Technological College, Lubbock, as associate professor of accounting and finance and acting head of the Accounting and Finance Department, Division of Commerce.

Dr. Sipe has been teaching at the U. S. Naval Training School at Indiana University for the past year. Before joining the staff of this school, he was assistant professor of business administration and head of secretarial administration, College of Commerce, University of Maryland. He has also taught in high schools and has been principal of a Y.M.C.A. school. His degree of doctor of education is from Indiana University.

DR. GUSTAVE SCHWAMM has left the Greenwich (Connecticut) High School, where he taught business subjects, to join the faculty of the School of Business at Russell Sage College, Troy, New York. Dr. Schwamm holds the degree of Juris Doctor from New York University and is a member of the bar of the State of New York and of the Federal Bar in the southern district of New York. He has had varied experience in accounting, real estate, law, and insurance. He is a member of Delta Pi Epsilon and other honorary fraternities.

MILDRED R. HOWARD is on leave of absence from San Mateo (California) Junior College and is working as regional women's counselor for the United Air Lines. The position is a new one, created as a result of the employment of large numbers of women by United. Miss Howard is liaison officer between management and the women employees. Her problems include housing, care of the children of working mothers, difficulties arising from the 48-hour week, and many others.

JOHN T. WALTER has joined the faculty of the University of Delaware, at Newark, as assistant professor of economics and geography. About half his teaching is in the Army Specialized Training Program.

Until last year, Mr. Walter was assistant professor of business administration at West Liberty (West Virginia) State Teachers College. During the past year he was at New York University as senior assistant in the Economics Department and research economist in the Public Utilities Department. He was also engaged in graduate study.

MISS NINA CLOVER has been selected by the Hawaii Department of Education to become the first supervisor of business education in Hawaii. She was local educational co-ordinator of Tulsa, Oklahoma, for seven years and was the first state supervisor of distributive education for Oklahoma. For four summers she taught at the University of Pittsburgh. After leaving that state, she served as director of business education in the public schools of Akron, Ohio.

THE NEW JERSEY STATE TEACHERS COLLEGE, at Paterson, has been authorized by the State Board of Education to offer a new four-year curriculum for the preparation of teachers of business subjects in secondary schools. During the first two years, all students will concentrate on intensive subject-matter courses.

DR. C. S. WIGHTMAN is president of the College. The business-education program will be directed by DR. M. HERBERT FREEMAN. Dr. Freeman has taught commercial subjects in Somerville, New Jersey, Hastings-on-Hudson, New York, and Newark, New Jersey. He compiled a twenty-year bibliography of business-education researches, which was published last spring by the BUSINESS EDUCATION WORLD under the sponsorship of Delta Pi Epsilon. He succeeds Dr. Eugene Hughes (now a lieutenant in the Navy) as editor of the *Business Education Index*, also sponsored by Delta Pi Epsilon and published by the B.E.W. For two years, Dr. Freeman was national vice-president of the fraternity. He is coauthor of a new text on book-keeping for secretaries and general office workers.

MISS RENA J. KEAY, of Russell Sage College, Troy, New York, has been appointed to teach the secretarial subjects in the curriculum at New Jersey State Teachers College. At Russell Sage, Miss Keay taught business subjects and was teacher-training supervisor. She was formerly head of the Commercial Department at St. Johnsbury (Vermont) Academy.

DR. J. DEWBERRY COPELAND, head of the Departments of Economics and Secretarial Training at the Georgia State College for Women, Milledgeville, has been commissioned a lieutenant (jg) in the United States Naval Reserve, assigned to aviation.

Dr. Copeland has also taught at Mary Washington College, Fredericksburg, Virginia, and at the University of Florida.

MISS MAE WALKER, for many years a member of the commercial faculty of the Knoxville, Tennessee, High School, has accepted a position on the staff of the Lincoln Memorial University, Harrogate, Tennessee. Miss Walker is a talented shorthand teacher and has been most successful in the production of a school paper written in Gregg Shorthand.

RUSSELL N. CANSLER has recently been advanced to the rank of full professor at Westminster College, New Wilmington, Pennsylvania, where he is head of the Secretarial Science Department. He was recently appointed director of the Army and Navy War Training program for the college.

Mr. Cansler's master's degree is from New York University. He has also studied at the University of Pittsburgh, where he held a teaching fellowship; and has taught in high schools in Georgia and New York and in the summer session at New York State College for Teachers.



"I have three pretty good erasers and a package of rubber bands from my last place of employment."



EARL STRONG has taken a leave of absence for the duration from the U. S. Office of Education, where he was Research Agent in business education. He received a commission of lieutenant, junior grade, in the Navy in July, and upon the completion of an eight-weeks' training period at Princeton, New Jersey, he reported to the Bureau of Personnel at Washington.

In October Mr. Strong will receive an Ed. D. degree at New York University. Previous to his work with the Office of Education, he was Director of Business Education for the public schools of Washington, D. C., followed by a position as Senior Training Consultant for the U. S. Civil Service Commission.

The October B.E.W. will publish some excerpts from a bulletin on conservation of office supplies, which Lt. Strong recently prepared.

MISS ANNA C. BOLTON, an instructor in the Windle School, New York City, resigned in July to accept a position as supervisor of skill training in the Adjutant General's office in Washington, filling the position formerly held by Dr. Marion Lamb, who has been promoted to Assistant Chief of the training section in A.G.O.

BROWN'S BUSINESS COLLEGE, in Galesburg, Illinois, is co-operating with KNOX COLLEGE in that city by providing shorthand and typing instruction for students enrolled at Knox. Under this plan, JOHN H. COX, principal of Brown's, becomes an instructor in business administration on the Knox faculty.

Knox students who elect shorthand and typing will spend two and a quarter hours, five days a week, at Brown's Business College. Speed goals set to be attained in nine months are 60 wpm in typing and dictation at 120 wpm.

INTERESTING COINCIDENCE: Three sons of three officers of Bowling Green (Kentucky) Business University, each one with a Junior after his name, are in their country's service.

J. LEWIE HARMAN, JR., 24, son of the president, is a first lieutenant and adjutant in the Air Corps. He was commissioned a second lieutenant from the Statistical School at Harvard after completing preliminary training and was promoted in three months. He lacks only a few hours of qualifying for his second college degree.

J. MURRAY HILL, JR., son of the first vice-president, was in V7 for a year and was called into active duty with the Navy on July 1. He is training at Williams College in Massachusetts.

W. L. MATTHEWS, JR., 25, son of the second vice-president, is a second lieutenant in the in-

telligence division of the Air Corps. When he entered the service, he had almost completed work for his master's degree in law.

A. S. BENNER, president of the Pennsylvania Business Educators Association, has used a technique in increasing the membership of that organization that might serve as a model for other associations, now that transportation difficulties have curtailed meetings. Mr. Benner communicates with the membership through the *PBEA News*, a duplicated newsletter.

In friendly, informal style, President Benner states the aims of the Association and sets a quota for new members. Between issues of the *PBEA News*, membership increased from 147 to 220. Mr. Benner made a handsome offer to the remainder of the desired quota: "I'll gladly sit up all night and acknowledge the memberships of the 80 or more who will send in their 1943 dues." By June 25, membership was only 21 short of the goal set. In July, Mr. Benner reported that the organization had gone over the top with the largest membership in its history. Charles Zoubek, of the Gregg Publishing Company, became the 300th member. For 1944, the Association will aim for 500 members; and for 1945, 700.

Mr. Benner gives credit for this successful membership drive to the efforts of Dr. Frank Dame and his class at Temple University and to Charles Henrie, a teacher in the York High School.

MISS FRANCES CHAPMAN, who has been teaching commercial subjects in the Junior College of Austin, Minnesota, has accepted an appointment to the faculty of Toledo University, Toledo, Ohio. Miss Chapman received her teacher-training under the direction of Miss Inez Ray Wells, of Ohio State University. She holds the official Gregg 175-word speed certificate. She has completed most of her requirements for the doctor's degree with Dr. Earl Blackstone at the University of Southern California.

MISS CHRISTINE STROOP has been appointed to the faculty of State Teachers College, West Liberty, West Virginia. Miss Stroop has her master's degree from Peabody and taught last year at Salem College, West Virginia. This summer she has been carrying graduate work at Northwestern University and has also been teaching typewriting in Mr. Fries's department during the summer session. Miss Stroop will fill the position at West Liberty held by Dr. Marion Lamb prior to Dr. Lamb's appointment to the training section of the Adjutant General's office in Washington.

JACK MILLIGAN, state supervisor of distributive education and chief of business education for the state of Michigan, has been commissioned a lieutenant (j.g.) in the U. S. Naval Reserve.

ALBERT FRIES, head of business teacher-training in Northwestern University, has announced the offering of two advanced skill courses in business subjects at Northwestern's downtown evening school in Chicago. This is a new departure for the University, and the courses will carry full university credit.

DR. JOHN G. KIRK, Supervisor of Business Education of the Philadelphia Public Schools, was elected to honorary membership in Delta Pi Epsilon fraternity at a meeting of Alpha Chapter on May 8. Dr. Kirk was guest speaker of the evening.

Harry W. Lawrence, Cranford (New Jersey) High School; Miss Mary Durkin, Millbrook, New York; Mrs. Edith Krag, Y.W.C.A. Business Training, Brooklyn, New York; and Miss Mary F. DeScipio, Cleveland Junior High School, Elizabeth, New Jersey, were initiated.

The following chapter officers were elected:

*President:* Mrs. Gladys H. Seale, Forest Hills (New York) High School.

*Vice-President:* Dr. F. Blair Mayne, The Packard School, New York City.

*Treasurer:* Edward F. Thomas, Bayside (New York) High School.

*Corresponding Secretary:* Anne L. Pupchuk, The Packard School, New York City.

*Assistant Corresponding Secretary:* Mrs. Mary Tyndall, Scudder School, New York City.

*Recording Secretary:* Lucetta M. Knowlton, Myrtle Avenue Junior High School, Irvington, New Jersey.

*Historian:* Martin Delman, New Utrecht High School, Brooklyn, New York.

*Members-at-Large:* Mabel Ellis, The Packard School, New York City; and William Polishook, Clifford J. Scott High School, East Orange, New Jersey.

*News Editor:* Edith Tuchman, West Side High School, Newark, New Jersey.

H. E. BIDDINGER, president of Billings (Montana) Business College, was recently elected the twenty-sixth mayor of Billings. He had served for two years as a member of the City Council.

Mr. Biddinger was born in Indiana and was educated chiefly in that state. He earned the money for his education by hauling logs, splitting rails, and clearing land. After serving as an administrator in several high schools, he acquired the Little Falls Business College and the College of Commerce at St. Cloud, Minnesota. About fifteen years ago he took charge of the Billings Business College.

BUSINESS STUDENTS at Madonna High School, Aurora, Illinois, "applied" for office positions early in June after a special course in "How to Apply for a Position," taught by Sister M. Therese. One student acted as receptionist and another, who had had special coaching, as interviewer. "Applicants" were asked to take employment tests. Are you helping your students in the same way?

MRS. IRENE PLACE, formerly head of the secretarial training department at the University of Toledo, joined the faculty of the University of Michigan during the past summer as visiting assistant professor of secretarial training. She has been in immediate charge of the concentrated emergency training course for secretaries, executive aides, and other office personnel, which the University inaugurated in June to extend through the fall term.

The course, part of the University's Division of Emergency Training, is open to students of at least sophomore standing and to mature persons who are able to satisfy their advisers that they are prepared to complete the program successfully.

Mrs. Place's program adviser is J. M. Trytten, principal of the University High School, who recently received his doctor's degree.

Mrs. Place holds the master's degree from Columbia University and has been studying toward her doctorate at New York University. She is a member of Pi Omega Pi and has written for educational publications.

STUDENTS OF MISS M. TUCKER, of the Northampton (Pennsylvania) Senior High School, won the school trophy and three of the first four places in the Fifth Annual Arttyping Contest sponsored by Julius Nelson last spring. Mr. Nelson reported that the quality of the contest entries was much higher this year than in the past.

KATHARINE GIBBS SCHOOL will open a new branch this fall in Chicago. This is the first branch established by the School west of New York City. Several months ago the School purchased the Career Institute of Chicago, a deluxe secretarial training school established in 1938.

FOR THE FIRST TIME in its 189-year history, Columbia University will offer a three-term academic year instead of the traditional two-semester program.

In dealing with the paradox of want amidst plenty, let's make sure not to abolish the plenty.

—Ogden Mills.

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## JAMES N. KIMBALL

JAMES N. KIMBALL was born February 26, 1855, at Weston, Massachusetts, and died July 21, 1943, in New York City. Over a span of more than eighty-eight years, he moved in many circles of American life—first as a student at Yale, later as an engineer busy building railroads and reservoirs in New England, an expert shorthand writer, court reporter, and an expert witness in cases involving the deciphering of codes and strictly personal shorthand systems in trials, owner and manager of a private business school in New York for many years, a contributor to professional magazines, and official judge of the first well-organized series of International and National Typewriting Contests.

He used one of the first commercial typewriters that were made available in the early 1870's, and he often wrote and spoke humorously of the experiences that the use of these machines brought to him and others.

Mr. Kimball, a direct descendant of Henry Dunster, the first president of Harvard College, was married to Miss Georgia Ella Kenerson sixty-five years ago. She, a son, George, and several grandchildren and great-grandchildren survive him.

He was buried on July 23, at Palmer, Massachusetts.

Because of his position as an authority in the field, Mr. Kimball became connected with the committees than ran various typewriting contests in the early years of the twentieth century.

In 1910 he wrote the first of his full one-hour contest copies for use in the professional championship of that year. In 1912 he apparently became the sole judge and manager of the International Championship Contests because committee control had proved more or less unsatisfactory. In that year he introduced the practice of having all classes of contestants write at the same time from the same copy.

Mr. Kimball continued to expand and make more specific the rules that governed the championship contests and that were later adopted by most states and districts conducting such contests in this country. He wrote a tremendous amount of the finest kind of practice material for improving typewriting skill; much of it was distributed free by the typewriter companies to the schools of the United States and Canada.

No one else has ever succeeded in stimulating such a healthy interest in typing skill development on the part of so many students, typists, and teachers as he did—and over more than forty years. After the September, 1930, Inter-

national Championship Contests, held in Richmond, Virginia, he officially announced their discontinuance and retired. During the following eleven years, he regularly supplied specially written and printed contest copy and contest "sets" for many state and district contests.

His friends, numbering thousands, knew him as "Pop." Those hundreds whom he helped personally to reach the top as expert shorthand reporters and as expert typists feel his passing as much as they would that of a member of their own families. Tens of thousands of typists today and hundreds of thousands of typists in the years to come will forever owe him much, whether they know it or not.

As soldiers in the ranks of business education, we salute the memory of one of our great leaders, James N. Kimball. We tender our deepest sympathy to Mrs. Kimball and the family.

—Harold H. Smith

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MISS EMMA WATSON, for twenty years a member of the commerce faculty of Western Michigan College, Kalamazoo, died on June 28 following an operation performed four weeks earlier. She attended Michigan State Normal College and held bachelor's and master's degrees from Teachers College, Columbia University.

Miss Watson had travelled extensively in the United States, Canada, and Mexico. She was very active in student and faculty groups on the campus, and held offices in the Business and Professional Women's Club and in state professional organizations.

## Here's an Editor!

THE editor of the Southwest Shorthand Reporters' News has had the courage to do what many another editor has only wished he dared do—he has used the cover to call attention to an error, thus:

The editor made a big mistake. You will notice page 6 is on the back of 3; page 4 should be in place of 6; so read page 3 then on to 4 in numerical order, then when you have finished 5, go back to page —, which is the last page. This wasn't noticed until I started to make the index.

How much more sensible than the usual editorial custom of waiting with bated breath to see whether anyone will complain!

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The letter V appeared on the graduation program of Girls High School, Brooklyn, New York, next to the name of each girl who was a member of the High School Victory Corps.

# Margin for Error—Is There Any?

THE teaching profession through the years has devised a numeric grading system covering every conceivable subject, and has so been able to arrive at a basis for deciding whether or not a given student has acquired the minimum knowledge required for at least a nodding acquaintance with a given subject.

The percentage grading scale has carried on through the improvement and expansion of our educational program. No doubt it has been applied to every subject that has been added to the curriculum. But has it worked out with every subject?

What about woodworking? If a student were making a table consisting of five parts—four legs and a top—and he forgot to put on the top, the table would be utterly useless but his grade would be 80 per cent—and that's passing!

The same is true in transcription. Even if we set a passing rate of 95 per cent accuracy, the student on a 100-word letter could have five errors. Let us assume the errors were:

1. Misspelling of *receive*.
  2. Incorrect syllabication of *certificate*.
  3. An untidy erasure.
  4. Only one comma setting off an appositive clause.
  5. A compound subject with a singular verb.
- If the letter were dictated by an employer, do you suppose he would say, "What a splendid performance. Only five errors!" Of course not. He would fume and fret, introduce the stenographer, not too graciously, to the dictionary and probably to a standard reference book for stenographers, advising her that, when in doubt regarding correct English usage or

punctuation and spelling or syllabication, these volumes should be consulted.

More and more teachers of transcription are training their students for the goal they must achieve—mailable letters. The "mailable-letter" standard automatically produces accurate spelling and punctuation. Encourage the students to use the dictionary and their English textbooks during transcription. If, because of a single misspelling, an entire transcript is worthless, they will quickly learn to take necessary precautions.

If you have to give them a percentage grade, base it on the total number of letters dictated and transcribed each day. A perfect score would, of course, give a total of 100 per cent. If ten letters were dictated and transcribed in a day and two of them were unmailable, the daily grade would be 80 per cent.

The B.E.W. Awards Department offers a transcription test service, combined with a certification program, that will help you impress your students with the importance of the mailable goal, and at the same time will reward them with evidence of their ability to turn out mailable letters at progressively higher dictation and transcription speeds.

The first transcription tests for the new school year will appear in the October B.E.W. If you are not already familiar with this service, write today for a booklet of information so you will be prepared to use the tests next month. Just send a postal card to:

B.E.W. Awards Department  
270 Madison Avenue  
New York 16, N. Y.

COUNTERFEIT MONEY losses to the American public have dropped over 90 per cent, and government check forgery losses have shown a heartening decrease, in the five years since the Secret Service undertook its strenuous educational campaign. Juvenile arrests for counterfeiting and forgery have dropped to an all-time low.

The Secret Service now offers a supplementary course of study, "Know Your Money," of particular interest to business teachers, many of whose students will soon be in jobs that will require them to handle cash. Booklets for students, a sound film, and related materials are also

available. For further information, write to the Chief, U. S. Secret Service, Treasury Department, Washington, D. C.

OCCASIONALLY, employees of The Permold Co., Medina, Ohio, find German money in their pay envelopes with this explanation:

The extra pay enclosed is your reward for failing to report for work one day last week. This money comes from a country that is glad to pay you not to make supplies for our soldiers. When you don't work, you work for the enemy.—*The Wolf Magazine of Letters*.



## Business Educators in the Service

(Continued from the June B.E.W.)

### ARMY

Tom Barrett, Harvey Beffa, Vearl R. Bell, Morris S. Gollar, Harold Hoskins, Noel P. Laird, William Larimer, Wayne Letts, J. C. McCurdy, C. E. McDougall, Kinnard P. Morrison, Charles W. Parish, Frank V. Rice, Milton Shedeck, R. T. Windhorst

### ARMY AIR FORCE

Merton Johnson, W. L. Matthews, Jr., H. R. McDougall, William N. M. Smith

### NAVY

Frank C. Christ, J. Dewberry Copeland, Houston B. Fall, J. Murray Hill, Jr., J. B. Miller, Jack Milligan, Earl Strong, R. W. Tarkington, Ralph Walker, George Woodmore.

### COAST GUARD

Barry M. Smith

### MARINES

Mary E. Hankins, Samuel F. Regal, David R. Smythe

### WAC

Louise Anderson, Elva Jochumsen, Jane Reed, Ella Becky Sharp, Aileen Stegall

### WAVES

Julia Davenport, Jeanette Murphy

### SPARS

Fern Veon

GREGG PUBLISHING COMPANY employees in the service now number nineteen. The following persons have entered the service since the company's honor roll was published last April, and three stars have been added to the company's service flag for the following employees:

Marion Ragati, Y/3c, WAVES

Pvt. Richard G. Cole, Army

Ensign Roy W. Poe, Navy

IT GETS HARDER every day to find and keep an office secretary in Washington. They stay a few weeks and then are snatched from under our very eyes by the Government. Not long ago a Washington business friend of ours had a girl who had title trouble. She never could get the names of government agencies straight—not that we blame her, because we can't either. The Social Security deduction from her pay check was "socialist security" to her the first time she used it, and our friend looked up quickly to see if it was her idea of a joke. She left him to join the Board of Economic Warfare. She called it Economical Warfare, and still wasn't joking.—*Nation's Business.*

It seems incredible—35,000,000 laws and no improvement on the Ten Commandments.

—Banking

## Pedaguese—a Bewildering Language

TRANSLATIONS FROM THE PEDAGUESE" is the intriguing title of a May *Clearing House* article. In writing it, the author, Dr. H. E. Dewey, principal of an Emporia (Kansas) High School, has had a good time examining the English language as she is spoken in educational textbooks. This language he calls Pedaguese.

He has "translated" paragraphs with sonorous words, meaningless clichés, and tangled phrases into what he terms "ordinary English with a proper respect for simplicity of expression."

Here are some of the most typical examples of this language of Pedagogia. Can you understand them at first reading? Dr. Dewey's "translations" will be found on page 45. Before reading them, try your hand at rendering these passages into simpler English.

1. The contribution of the teachers college to the professionalization of the elementary teacher has been the outstanding influence in bringing recognition and development of supervision in the elementary schools.

2. The initial particularization of the general objects of education should result in specific objectives which are sufficiently comprehensive and significant to serve as teaching goals.

3. The evaluation of officials, and the compiling of a competent certified list, is one of the services which will do much to improve further the tone of athletic contests, for competent officiating, based on examination and evaluation in service is indispensable in developing proper attitudes among the players, friendly attitudes among schools, and tolerance on the part of the partisan spectators. ("Incidentally," asks Dr. Dewey, "how does one compile a 'competent certified list'"?)

4. In studying present practice, the survey workers were interested in the types of practice which have accompanied reorganization in the average school, and in the differences in organization between the reorganized school and the corresponding grades of the conventional school.

Income—The thing you can't live without or within.

Business Cycle—Illustration: 1920 to 1930—luxuries became necessities; the present necessities have become luxuries.

—Banking

### Collection Letter

"If you don't pay me what you owe me, I'll tell your other creditors that you did."

—The Postage Stamp

## Find the Critical Materials A Puzzle in Economic Geography

W. O. BLANCHARD, PH.D.

*University of Illinois*

**I**N the sentences below are hidden the names of ten critical materials in which the United States supply is deficient. The letters spelling the names of these materials are given in their correct order. Underline them. The materials are as follows:

aluminum	hides	kapok
asbestos	iodine	opium
cork	vanadium	platinum
	graphite	

1. After a lunch of sandwiches and pop, I umpired a game of ball.
2. As the solution cooled, there gradually appeared beautiful crystals of alum in umbrella-shaped masses.

3. Because of the shortage of gas, best Owego restaurants will close promptly at nine o'clock.
4. In a Palestine newspaper published in Tel-e-viv, an ad, "I umbrellas fix," suggested a Chinese shop.
5. As for the archeologist from Alaska, poking about piles of old ruins was his principal enjoyment.
6. From the tiny room in which he hid, escape seemed impossible.
7. The proclamation carried no suggestion of ill will or rancor; kindly, sympathetic understanding of our views was evident.
8. According to that graph, I teach fewer than the average number of classes per week.
9. For a long period I neglected to take sufficient exercise.
10. The land was rich, according to notation on the plat, in umber and iron ore.



## Should Boys Finish School

**T**HE FOLLOWING LETTER from Major General J. A. Ulio will be of interest to all upperclass high school students who wonder whether they should remain in school or go into the army or into war industries. This letter came to the BUSINESS EDUCATION WORLD from R. D. Falk, Supervisor of Occupational Information and Guidance for South Dakota. Read it to your students.

Dear Mr. Falk: Many young men in the junior and senior years of high school are perhaps asking if it is worth while to pay much attention to their studies now that they may expect shortly to be soldiers. The Army has a very definite answer to this question, and that answer is *yes*. I am happy to have the opportunity of addressing this message to American students who are anxious, as all of us are, to serve our country as best we can.

Your Army is very much interested in the training you are getting before you actually join the ranks of its fighting men. The Army is interested because modern warfare needs not only strong backs but strong, well-trained minds as well.

The Adjutant General is responsible for the classification of men entering the Service and for their assignment to the jobs best suited to their abilities and skills. Through tests and interviews the men of this department discover the educational background and aptitude of each man. This information plays a

very important part in deciding where the new soldier will serve, whether he is good material for further training, or if he is likely to become a noncommissioned or commissioned officer.

How does it happen that the first sergeant who gets on so well with his men has had training in being a leader as president of his high school class? That the men recommended to go to officer candidate schools have good school records, and they have shown that they can lead? The answer is that the Army has found out as much as possible about each of these men before he was recommended for his present assignment. Thus the man with a good school record has a very real and immediate advantage over the man not so well equipped educationally.

You will serve both the Army and yourself better by remaining in school and making every effort to learn all you can. You will serve the Army better because you will enter the Service with definite skills and abilities to offer—skills and abilities which you can be sure will be noted and utilized toward victory. You will serve yourself better because success in your new military career may depend upon the sound training you are receiving now.

Your teachers and advisers can help you choose studies best suited to your aptitudes and to Army usefulness. But remember that you will be a better soldier tomorrow if you are a good student today.

A SIMPLE DEFINITION of inflation, by Merck Thorpe: "A mounting supply of money in relation to the supply of goods."

## Using Posters Effectively

THE FOLLOWING tips on posters, which *Business Week* has given to industry, will help teachers and students to plan bulletin-board and blackboard displays.

1. Pick a good spot and stick to it. People will get accustomed to looking in this place for new posters.
2. Put the poster where it won't be soiled.
3. Above eye level is where posters are seen best.
4. Expected locations are best. Unusual positions attract attention to placing, not to the poster.
5. Motion is a decided asset. Posters on doors that are frequently opened and closed, delivery trucks, giant cranes and other machinery, are endowed with life that still posters do not have.
6. Use enough posters.
7. Put them up securely. Gummed tape will usually do for inside locations, but outside you may have to use all-over pasting or glass covers.

## Strange Words

TOTAL WAR brings out words seldom seen in times of peace, as if every idle syllable in the book had to be drafted and made to do its bit. Scarcely had Mme. Chiang's recent "obtunded" sent thousands of her admirers to the dictionary when a distinguished newspaper went to press with "requidated"—Admiral Stanley's remarks on aid to Russia, unless "requidated," would be regarded as official. A brave, fine-sounding word. We wonder it isn't used oftener. Noah Webster is silent on its meaning, but any-bury with a nice sensumtivity for language can redly persee that it is a mild, polite cinnamon for "repudiated," and mulch more differential to employ than that harsh verb in discussing an outspoken Admirable's uttersense.—*New York Times*.

## Translations of the Pedagogue on Page 43

1. The teachers college has done much to improve the work of the elementary teacher, and to get her to realize the importance of supervision and its improvement.
2. Specific objectives should be derived from general objectives and should become significant and comprehensive teaching goals.
3. A list of competent officials, examined in service and certificated, should help to improve athletic contests and to develop more friendly relations between schools, better attitudes among players, and tolerance on the part of the spectators.
4. The survey workers were interested in comparing practice and management in the reorganized school with those of the conventional school.

## Try This Practice Sentence

MISS MARIA DEVAN HURLEY, a commercial teacher of Birmingham, Alabama, suggests that the time-worn typing practice sentence, "Now is the time for every good man to come to the aid of his party," be changed to "Now is the time for every good citizen to come to the aid of his country."

An excellent suggestion! We hope it will be followed by the typing teachers of the country.

## Business Education Quarterly

A LIMITED QUANTITY of several issues of the *National Business Education Quarterly* is available to teachers and libraries, who may obtain them by writing to the Department of Business Education, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., specifying the quantity of each issue needed and enclosing 10 cents to cover the cost of wrapping and mailing. Requests will be filled in the order received as long as the supply lasts. The following issues are available under this offer:

- 1934: October, December.
- 1935: May, December.
- 1936: March, May.
- 1937: May, October, December.
- 1938: March, May, October, December.
- 1939: March, May, October, December.
- 1940: March, October, December.
- 1941: March, May, October, December.
- 1942: March, May.

## For Spelling Teachers

HERE IS PART of the Gettysburg Address in simplified spelling (taken from the *World Almanac*):

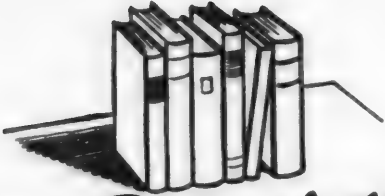
Forskor and seven years agoe our faadherz braut forth on dhis kontinent a neu nashion, konseevd in liberti and dedikated tu dhe propozishon dhat aul men ar kreated eekwal.

The editurz uv dhe Bee. Ee. Dubleu. think dhe old speling iz eezuur.

## When You're Working for Uncle Sam

"So far most of my reporting work has been in regard to cases of individuals recommended for internment or exclusion from military and critical defense areas. The work is unusually interesting, but at the same time very exacting. Every typed page must be flawless and without any erasures whatsoever. Any stationery or carbon spoiled or used, but not kept for the files, must be burned. The burning is a ceremony and must be witnessed by one commissioned officer!

—A Member of Our Armed Forces.



# YOUR Professional Reading

JESSIE GRAHAM, Ph.D.

## Vocational Education

Forty-Second Yearbook, Part I, National Society for the Study of Education, University of Chicago, 1943, 499 pages; cloth, \$3.25; paper, \$2.50.

A neglected, retarded stepchild, confused as to where he belongs and what he is doing—this is the humiliating, somber picture of business education painted by Frederick G. Nichols in his contribution to this yearbook.

Of course, Mr. Nichols does not stop with painting this unflattering picture; he makes constructive suggestions for touching it up and improving it until it is a true representation of a vital and respected member of the educational family.

After searching for years among books on general education for mention of business education and after encountering many disappointments, it is heartening to find in this important yearbook a chapter and several additional pages devoted to our field. It is discouraging to find that, of all the fields of vocational education appearing in the yearbook, business education is the only one pictured as being disorganized and inefficient.

The entire yearbook should be required reading for everyone in business education. A clear picture of vocational education is presented by the editorial-committee chairman, Franklin J. Keller. He designates Americans as hard-working people and defines vocational education as "learning how to work." His concept of democratic education for Americans is common social development and particularized vocational development for everybody.

Grayson N. Kefauver (Stanford University) analyzes the so-called conflicts between general and vocational education with the conclusion that in the program of the secondary-school pupil, we should provide for both general and vocational education, giving greater emphasis to general education in the earlier years and increasing stress to specialized vocational education in later years.

Edwin A. Lee (University of California) presents and explains a chart on the administration

and supervision of vocational education. Indeed, in each of the twenty-seven chapters of the yearbook, there is a message to teachers of vocational education subjects, an aid to clear thinking about the place of the individual subject in the big program.

We turn naturally to the contribution of Mr. Nichols. In the chapter on methods of teaching, he performs the function he so frequently carries on—that of bringing to light aspects of practices that we might otherwise overlook. Touch typing, business practice from the beginning of the bookkeeping course, textbook methods of teaching salesmanship—all these are made the subjects of criticism. We are accused of swallowing whole these practices, and thus limiting the success of our pupils.

In the chapter on business education, Mr. Nichols pulls no punches. He does distribute the blame for present conditions among many groups. Commercial teachers are blamed for not vigorously attacking and resolving larger issues to set the stage for needed reorganization, and for not striving sincerely and successfully for unity of purpose among business educators.

This chapter represents a suitable text for a series of meetings to study the charges and to plan for any reorganization that is needed. It is very humiliating to be spanked in public. Let us counteract this presentation by seeing that the strong features of our program are given publicity and by making any reforms in our power.

## Education in Wartime and After

By the Faculty of the School of Education, Stanford University, D. Appleton-Century Company, Inc., New York, N. Y., 1943, 465 pages, \$3.

The declaration of war set for the educator the very important and very difficult task of redirecting and reconstructing the educational program. All aspects of the life of the school are affected by war. We must realize that changes in wartime and planning for postwar conditions must be fundamental and not the result of superficial tinkering.

To help school people think through the changes that must be made, the faculty of the School of Education of Stanford University has prepared a symposium of the work of twenty-five contributors. Business education is represented by Captain Joseph DeBrum, formerly of the Stanford faculty and now with the United States Army Air Forces.

In contrast to the usual book of this type, which is a collection of papers by various contributors, this book was published only after all papers were read by all members of the group, studied by an editorial committee, and made the subject of discussion in a series of faculty meetings.

Almost all the chapters deal with general topics, such as "The School and Community in Wartime." The longest chapter is devoted to the subject fields in wartime education. The final chapter is a forecast of postwar education.

The first chapter is concerned with our national goals in winning the war; this is followed by a discussion of the leadership rôle of public education.



The schools will not get a chance to handle the youth problem unless there is a realistic and thoroughgoing planning adequate to demonstrate to the public and the legislative bodies that the leadership and staffs of our schools have the vision and the competence to do the job." Other general topics treated are improving national morale, eliminating intolerance, improving intercultural relations, and others.

The need for adequately trained office workers is the first point made in the section on business education. The need for forecasting demand is strongly emphasized. Five procedures to insure that future and current demands for trained office workers will be met are listed: careful selection of trainees, encouragement of pupils to take business-skill electives, the setting up of intensive vocational business curriculums for seniors, the offering of intensive postgraduate courses in business subjects, and the organization of special courses to meet special needs.

The value of co-operative work experience is mentioned. A caution against overspecialization in preparation for minor clerical jobs is voiced. Necessary wartime changes in consumer education are pointed out.

An editorial entitled "Profits," which first appeared in the *BUSINESS EDUCATION WORLD* for March, 1942, is quoted in full in support of the contention that interpretation of business transactions and business accounts must be taught, as well as the skills required to make records. Postwar problems in business education are briefly foreshadowed.

The truth that it is not too early to begin thinking about postwar problems is brought out in the final chapter. Although this book deals with new developments in education and with the intangibles of postwar planning, it is extremely practical. It brings to us in a much greater degree than is usual in books on education a realistic picture of education in the world of today with a preview of the place of education in the postwar world.

### Wartime Problems in Business Education

Sixteenth Yearbook of the Eastern Commercial Teachers Association, New York University Book Store, Washington Square East, New York, N. Y., 1943, 415 pages, \$2.50.

The 1943 E.C.T.A. yearbook maintains the high standard set by its predecessors, which have repeatedly been representatives of business education in the sixty educational books, listed yearly in the *Journal of the National Educational Association*.

This yearbook is the work of many contributors. There are chapters on general topics, such as "The Business of Business Education," followed by chapters on many phases of business education in both public and private schools. As it is impossible to comment adequately on each chapter, a general estimate of the value of the book is given when we advise teachers to read this yearbook in order to know the latest developments in the field.

The other representative of business education in the *Sixty Educational Books of 1942* is the yearbook

of the National Business Teachers Association, *The Principles of Business Education*. Teachers will watch eagerly for the joint yearbook to be published in 1944 by these two organizations.

### Current Publications in the Field of Typewriting Education—1942—A Bibliography

By Madalene E. Smith, West Virginia University, Morgantown, West Virginia, March, 1943, v + 30 pages, 20 cents postpaid.

A conveniently indexed and cross-indexed bibliography of material in the typewriting field published during 1942 in forty-five newspapers; professional, business, and popular magazines; digests, yearbooks, and bulletins of teacher-training institutions.

A handy list of source titles and the addresses from which they may be procured makes this of real value to any teacher desiring to explore any one of the many phases of typewriting.

With this key to a remarkable number of contributions by leaders in the field in his possession, the most inexperienced teacher can feel secure in his ability to keep his professional thinking up to date. The nominal price covers only the cost of duplicating and mailing.—H. H. S.

### Current Publications

"Research," *The National Business Education Quarterly*, Summer, 1943. Issue editor, Anson Barber, Madison College, Harrisonburg, Virginia. Department of Business Education, National Education Association, Washington, D. C.

"Meeting the War-Time Emergency," *Review of Business Education*, 40:4, February, 1943. Editor, J. Frances Hendersen, Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma.

### Correction

An entire line was omitted in the last sentence in our June review of *The Selection of Persons to Be Trained as Teachers of Business Subjects*, by Marjorie Hunsinger. In the following corrected sentence, the portion omitted by error is shown in italics.

"Some of the weaknesses of the present methods of selection include failure to place emphasis on *personality factors*, *lack of emphasis on proficiency in skills*, and too little contact with actual teaching until near the completion of the training." All the data gathered by Dr. Hunsinger stressed lack of emphasis on personality factors as a major defect.

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# Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

## Mileage Hints

in "Esso Marketers"

By J. F. Winchester

DOES oil spread better on a rough surface than on a smooth surface, or does it *stay* spread better on a rough surface?<sup>20</sup> The distinction is important to technologists, whose normal terminology easily embraces such<sup>90</sup> words as "the non-spreading of oleic acid on its own monolayer adsorbed on a solid surface."

These<sup>90</sup> words will not in all probability be understood by the average motorist, and indeed will not be<sup>90</sup> too clear to the automotive man who does not specialize in the field of lubricants.

But it is from such men<sup>100</sup> as these technologists that we can expect the performance being built into automobiles and other<sup>120</sup> internal combustion engines. Out of their researches into the "oiliness" of an oil, an oil's high energy<sup>140</sup> of adhesion, into the structure of the molecules of oil, will eventually come knowledge that will<sup>160</sup> enable us to provide better lubricants for cars.

It is from the work of these men over the past many years<sup>180</sup> that America is getting large dividends today when so large a part of our war effort is mechanized,<sup>200</sup> and so large a part of our civilian transportation system depends on constant care. Few of us understand<sup>220</sup> the technical language of these research men, but all America today is reaping the results of their work<sup>240</sup> in the ability of our civilian and military machine to keep moving. (256)

## "I'm in a Hurry!"

By WILLIAM HAZLETT UPSON

(Copyright, 1925, by William Hazlett Upson)

Dry River Junction, Texas  
October 1, 1924

To The Farmers Friend Tractor Company<sup>20</sup>  
Earthworm City, Illinois

Dear Sir:

I'm in a hurry I want a new main drive gear for my tractor. This tractor<sup>40</sup> was formerly owned by Joe Banks of Llano, Texas, and bought by me at the auction after he died. The main drive<sup>60</sup> gear in the tractor has busted and I have just been over and asked the Widow Banks where Joe used to buy parts for<sup>80</sup> his tractors and she said she ain't sure but she thinks it was The Farmers Friend Tractor Company, Earthworm City,<sup>100</sup> Illinois. So please let me know if you are the folks, and if so please send the gear at once, as I am in a hurry.<sup>120</sup> It is the main drive

gear. It is the big bull gear in the back end of the transmission that goes round and round and drives<sup>140</sup> the tractor. Excuse this paper as my regular business letter paper has not come yet, yours truly,

DAVID<sup>160</sup> CROCKETT SUGGS

Farmers' Friend Tractor Company  
Makers of Earthworm Tractors  
Earthworm City, Illinois  
October<sup>180</sup> 3, 1924

Mr. David Crockett Suggs  
Dry River Junction, Texas

Dear Sir:

This will acknowledge<sup>200</sup> receipt of your letter of October 1, in which we note that you request us to send you a gear for your<sup>220</sup> tractor.

In this connection we are pleased to advise that an inspection of our files reveals the fact that Mr.<sup>240</sup> Joseph Banks of Llano, Texas, was the owner of one of our old-style Model 45 Earthworm Tractors.<sup>260</sup> Mr. Banks acquired this tractor on June 3, 1915. We are changing our records to indicate that<sup>280</sup> this tractor has been purchased by yourself, and we are most happy to assure you that all the resources of the<sup>300</sup> Farmers' Friend Tractor Company are at your service and that we can supply you promptly with everything you<sup>320</sup> may need in the way of spare parts, service, and information.

We regret, however, that your description of the<sup>340</sup> gear which you desire is not sufficient for us to identify same, as there are a number of gears in the<sup>360</sup> transmission to which the description "main drive gear" might conceivably apply. Kindly look up this gear in the parts<sup>380</sup> book and advise us the proper part number and name as given therein. When necessary information is<sup>400</sup> received, immediate shipment will be made.

In the meantime, we wish to extend you a most cordial welcome into<sup>420</sup> the happy family of Earthworm users, to congratulate you upon selecting an Earthworm Tractor<sup>440</sup>—even though it be of such an old model—and to assure you of our constant interest and desire to<sup>460</sup> cooperate with you to the fullest extent.

Very truly yours,

FREDERICK R. OVERTON  
Parts Department

Dry<sup>480</sup> River Junction, Texas  
October 6, 1924

To The Farmers Friend Tractor Company<sup>500</sup>  
Earthworm City, Illinois

Dear Sir:

I got your letter. I got no parts book. I asked the widow of Joe Banks, who is<sup>520</sup> the man that owned the tractor before I bought it at the auction after he

died, I asked her did they have a parts<sup>600</sup> book for the tractor and she said they once had a parts book but it is lost. I would look up the gear in the parts book<sup>600</sup> if I could, but you can understand that I can't look up the gear in the parts book if I got no parts book. What I<sup>600</sup> want is the big bull gear way at the back. The great big cog wheel with 44 cogs on it that goes round and round and<sup>600</sup> drives the tractor.

I'm in a hurry because the tractor is unfortunately broke down right while I'm doing a<sup>200</sup> very important job for Mr. Rogers of this city. The tractor run fine until 3 p.m., October<sup>600</sup> 1, when there came a loud and very funny noise in the back and the tractor would no longer pull. We took the<sup>600</sup> cover off the transmission case, and this big cog wheel was busted. Six cogs was busted off of it, and the tractor will<sup>600</sup> not pull, only make a funny noise.

I am a young man 24 years of age just starting in business and expect<sup>30</sup> to get married soon, so please send the gear at once as I'm in a hurry and oblige.

DAVID CROCKETT SUGGS<sup>720</sup>

Farmers' Friend Tractor Company  
Makers of Earthworm Tractors  
Earthworm City, Illinois

October 9,<sup>140</sup> 1924

Mr. David Crockett Suggs

Dry River Junction, Texas

Dear Sir:

This will acknowledge your valued<sup>100</sup> letter of October 6, stating that you desire a gear for your tractor, but are unable to give us the<sup>700</sup> parts number of same owing to the fact that you have no parts book. We have carefully gone over your description<sup>300</sup> of the gear, but we regret that we have been unable positively to identify what gear it is that<sup>320</sup> you desire. We note that you state the gear has 44 teeth and we feel sure that some mistake has been made, as there<sup>600</sup> is no 44-tooth gear in the tractor.

We are therefore mailing you under separate cover a parts book<sup>300</sup> for the Model 45 Earthworm Tractor, Year 1915, and would suggest that you look up the gear<sup>300</sup> in this book, and let us know the part number so that we can fill your order.

Unfortunately we are not able<sup>600</sup> to supply you a parts book printed in English.

Nearly all of the old-style Model 45 tractors were<sup>200</sup> sold to the French Government in 1915 to be used in pulling artillery on the Western<sup>600</sup> Front. As only a few of these tractors were sold in America, the edition of English parts book was very<sup>600</sup> limited and has been exhausted. We are, however, sending you one of the French parts books.

We regret<sup>600</sup> exceedingly that we are obliged to give you a parts book printed in a foreign language; and we realize, of<sup>1000</sup> course, that possibly you may be unable to understand it. However, you should be able to find the<sup>1000</sup> desired gear in the pictures, which are very plain.

Kindly give us the part number which is given under the picture<sup>1000</sup> of the gear, and we will make immediate shipment.

Very truly yours,  
FREDERICK R. OVERTON  
Parts Department<sup>1000</sup>

Dry River Junction, Texas

October 12, 1924

To The Farmers Friend Tractor Company<sup>1000</sup>  
Earthworm City, Illinois

Dear Sir:

Your letter has come your book has come. You

was right when you said I might not<sup>1000</sup> understand it. I can't understand the funny printing and I been looking at the pictures all evening and I<sup>1100</sup> can't understand the pictures they don't look like nothing I ever seen. So I can't give you no part number, but I'm<sup>1400</sup> in a hurry so please send the gear anyway. It is the one way at the back. You can't miss it. It isn't the<sup>1100</sup> one that lays down it's the one that sets up on edge and has 44 teeth and meshes with the little one with 12<sup>1200</sup> teeth. The little one goes round and round and drives the big one. And the big one is keyed on the main shaft and goes round<sup>200</sup> and round and drives the tractor. Or I should say used to go round and round, but now it has six teeth busted out and won't go<sup>1200</sup> round—only makes a funny noise when it gets to the place where the teeth are busted out.

I'm in a hurry and to<sup>1600</sup> show you that I need this gear quick, I will explain that the tractor is laid up right in the middle of an important<sup>1500</sup> job I'm doing for Mr. Rogers of this city. I'm a young man, aged 24 years, and new at the house<sup>1800</sup> moving business and I want to make a good impression and also expect to get married soon.

When Mr. Rogers<sup>1900</sup> of this city decided to move his house from down by the depot up to the north end of town, and give me<sup>1200</sup> the job, I thought it was a fine chance to get started in business and make a good impression. I got the house jacked<sup>1900</sup> up, and I put heavy timbers underneath, and trucks with solid wheels that I bought from a contractor at Llano.<sup>1800</sup> And I bought this second-hand tractor from Joe Banks at Llano at the auction after he died, and all my money<sup>1200</sup> is tied up in this equipment and on October 1, at 3 p.m., we had the house moved half way to where they<sup>1400</sup> want it, when the tractor made a funny noise and quit. And if I don't get new gear pretty soon and move the house the<sup>1400</sup> rest of the way I'll be a blowed up sucker.

I'm just starting in business and want to make a good impression and<sup>1400</sup> I'm expecting to get married so please hurry with the gear. Excuse paper as my regular business paper<sup>1400</sup> has not come yet and oblige.

DAVID CROCKETT SUGGS (1469)

(To be continued next month)

## Fighting Dollars

From "The Friendly Adventurer"

GEORGE WASHINGTON threw a silver dollar across the Potomac. But you can do better than that.

There is a magic<sup>20</sup> way you can throw your dollars across the seven seas!

That is not a silver dollar in your hand, it is part<sup>40</sup> of a silver-winged fighter plane that belongs in the sky somewhere in the South Pacific.

That's not a crisp new dollar<sup>80</sup> bill, it is part of a bomber that is needed over Berlin.

Your dollars, there in your pocket, leading a dull existence, can have an exciting, thrilling time out where the battles are being fought. They can go where hell is<sup>100</sup> breaking loose and join in the fight for freedom.

You can send your dollars rolling over burning sands as parts of tanks.<sup>120</sup>

You can send them zooming into the sky as parts of planes.

You can build them into ships and subchasers. You can make<sup>300</sup> them into parachutes and gliders for the infantry of the air.



You can turn them into bombs, shells, and bullets.<sup>300</sup>

You can change them into the rattle of machine-gun fire, or the flaming thunder of cannon.

They can be made into<sup>300</sup> gleaming bayonets.

Your dollars can go into action on all fronts. They can get into the thick of things and<sup>300</sup> help to win the war.

Next to fighting men Uncle Sam needs fighting dollars.

You may have to stay over here but you<sup>300</sup> can enlist your dollars to fight over there.

Step up and buy War Savings Stamps and Bonds. (235)

## Easy Letters

*For use with Chapter One of the Manual*

By ABRAHAM E. KLEIN

Dear Sir:

I cannot get the data you desire here. To get all the data I will go to Lynn, but I cannot<sup>30</sup> go there today. At this time I am needed here, but I will be ready to go by the end of the month. Mary<sup>40</sup> Hale will be going then and I can go with her.

Yours truly, (51)

Dan:

I need more money today. Can you get it? I desire to get a good metal kettle that the maid will need.<sup>30</sup> I can get a good metal kettle at the dairy in Erie. I will get a milk can, too, when I am there.

Ann (40)

Dear Sir:

I desire to get the mill that Mr. Lee and Mr. Ray are getting rid of this month, but my money<sup>30</sup> is limited. My dad would get me a little money but I hate to go to him. I can make money at the<sup>40</sup> market but more money than I can make at the market will be needed. Can you and Mr. Drake get this money?<sup>30</sup>

I cannot meet you at Laramie, but I can be at Helena by the end of this month.

Yours truly, (79)

May:

Where were you today? I needed you to aid me in cleaning the attic. It will take a day to clean it. Mr.<sup>30</sup> Hill will need the attic this month. When can you get here to aid with the cleaning?

Ned (35)

Dear Sir:

I would like a can of milk a day. Ten men will be here this month and they would like a can of milk a day.<sup>30</sup> Can I get it at your dairy?

Two of the men would like your cream, too.

Yours truly, (34)

## Easy Letters

*For use with Chapter Two of the Manual*

By ABRAHAM E. KLEIN

Mr. Paine:

I cannot give work to the woman that visited me this morning. I need help because of the many<sup>30</sup> details I shall have to handle when I pay my income tax, but that woman cannot handle such work. I

mention<sup>40</sup> this to you because she gave your name when she came here.

If you have a man that can handle income tax work, may<sup>30</sup> I hear from you? If he is a good worker, I will pay him well and make him a member of my staff. I think you<sup>30</sup> are aware that I pay good salaries to every man and woman that works for me.

Yours very truly, (99)

Philip:

I shall not be at your place next month. I am not feeling at all well. The other day I fell as I was<sup>30</sup> coming into the garage and hit my leg. It pains me very much. My physician says that it will be two months<sup>40</sup> before the leg will be well again. Because of that, I have not been at work for many days. You will hear from me<sup>30</sup> when I am well.

Barry, (64)

Dear Madam:

Will you have an analysis made of our methods of selling? It is my feeling that our men are<sup>30</sup> not putting in the time to get the business I need. The maximum time put in by some men is five hours a day.<sup>40</sup>

I should like to plan a sales campaign next month and your analysis should be of great help.

Very truly yours, (59)

Dear Sir:

Because of the national election I should like you to tell our class your feeling in the matter of<sup>30</sup> increasing income taxes. Can you give me a letter that I may present to them?

Very truly yours, (39)

## Easy Letters

*For use with Chapter Three of the Manual*

By ABRAHAM E. KLEIN

Dear Madam:

I have received your letter regarding the collision between Mr. Hart's auto and our company's<sup>30</sup> auto. I asked our chauffeur to present his version of the collision and he has given me a complete<sup>40</sup> and candid account. He says that he saw Mr. Hart when he was on Church Road and that he stepped on his brakes, but the<sup>30</sup> brakes would not work and he ran into the rear of Mr. Hart's auto.

Naturally, I am very sorry that<sup>30</sup> this collision occurred. Our company wants to be fair to your sister and your daughter and, if you will come to<sup>100</sup> this office as soon as you read this letter, I know you and I will be able to settle the matter in a<sup>120</sup> manner that will be fair to all.

Yours truly, (128)

Dear John:

Beginning today I am a working girl—I got a job this morning. My employer is an official<sup>30</sup> in the Consolidated Flower Company and I am to be in his office. I am to start at<sup>30</sup> \$22.50 a week and if I make good during the first month, I shall receive a raise.

I am to<sup>30</sup> take his letters, take minutes of conferences, and audit the petty cash book. I know I shall be happy here.<sup>40</sup>

Maureen (81)

Dear Olive:

I was able to get two tickets to the Capitol

Theater for the sixteenth. As you know, tickets<sup>20</sup> for this show are not easy to get.

Would you like to eat at the Collins Hotel that evening? You can get a good<sup>10</sup> meal there for as little as ninety cents.

Let me hear from you during the next two days so that I can ask my sister<sup>90</sup> if you cannot make it.

Nora, (66)

Dear Sir:

The camera that I bought from Mr. Halsey of your store has not been working well. I think there is something<sup>20</sup> the matter with the film rolls. I am sending back the camera to you today. I believe your man can fix<sup>10</sup> it.

Yours truly, (43)

## The Girl at the Switchboard

By HELEN McLAUGHLIN

in "Office Equipment Digest"

THE OFFICE OF TODAY embodies the result of much thoughtful planning and intelligent execution in<sup>20</sup> the interest of efficiency. But in this effort to attain efficiency a very important item<sup>10</sup> is frequently overlooked—the girl at the telephone switchboard.

Day in and day out, the voice of the telephone<sup>60</sup> girl is the voice of the organization. What she says and the way she says it are powerful factors in<sup>20</sup> creating the opinion people have of the organization.

In a surprising number of cases, an<sup>300</sup> acceptable voice seems to be the only qualification necessary for a telephone girl. Why? An<sup>120</sup> acceptable voice is not the only qualification for a secretary, or a bookkeeper, or a<sup>110</sup> salesman. The major importance of telephone courtesy, telephone accuracy, telephone helpfulness<sup>300</sup> should never be overlooked.

LISTEN for a moment to the following conversation. It is not exaggerated,<sup>180</sup> except for the name, it is an actual transcription. Perhaps a similar conversation occurred<sup>300</sup> in your office today:

A purchasing agent was trying to locate a source of precision tools. The order<sup>250</sup> was for quantity production and was in the thousands of dollars. The agent picked up his telephone, dialed<sup>240</sup> a manufacturer who seemed a logical source.

"Johndoe," the operator murmured hurriedly.

"Is this the<sup>300</sup> John Doe Manufacturing Company?"

"Yes."

"I want some price information about precision tools."

"Okeh." (Pause.)<sup>300</sup> "What do you want to know?"

"I am interested in locating a source of a certain type of precision tool<sup>300</sup> and I am interested in competitive prices."

"Yes, we do manufacture tools."

"I know, but are you prepared<sup>300</sup> to give me specific price information? I want to speak to someone who can give me price information<sup>300</sup> on your products."

"I don't know about that—maybe Mr. Green, if he's back from lunch—he went downtown for lunch today<sup>300</sup>—can tell you . . . Wait a sec."

BUT the purchasing agent wasn't doing any more waiting. He called another firm.<sup>300</sup>

"Black & White Manufacturing Corporation," the girl said clearly.

"I want some price information about<sup>300</sup> precision tools."

"Yes, sir. Mr. Johnson in the sales department will talk to you. Thank you."

This time the purchasing agent<sup>420</sup> got the information he wanted, and the Black & White Manufacturing Corporation made a sale.

HERE'S<sup>440</sup> another telephone conversation of a sort most of us have experienced at one time or another<sup>400</sup> in calling an office:

"Hello, I want to speak to Mr. Andrews, who is an agent with your company."

"Jeanne,<sup>400</sup> Jeanne—where's Andrews—the short one with the red face? Oh, yeah! Sorry, sir, he ain't here any more."

"Has he left the company?"<sup>400</sup>

"Jeanne, where is Andrews? Some man is asking for him. I don't know—some guy wants to know. Hello—guess he isn't with<sup>520</sup> us any more."

"Well, I think any agent will do, then."

"Jeanne, are any of the agents around now? Oh, okeh.<sup>640</sup> Sorry, no one's around now."

THERE is no specific set of rules to give the telephone girl because there is no<sup>500</sup> specific way that people ask questions. She must be trained to anticipate any and every question having<sup>500</sup> to do with the business.

The girl at the switchboard should be given a general idea of the business<sup>500</sup> before she ever answers the telephone.

When she is first employed she should be conducted through the entire office<sup>620</sup> or factory and have explained to her the general purpose of the business, the type of activity<sup>640</sup> carried on, and what the organization is trying to do for its customers or clients.

She should be<sup>600</sup> introduced to the heads of departments, and told specifically of the working of each department.

She should be<sup>600</sup> given a complete list of the names of the entire personnel, with the major positions starred (probably in<sup>700</sup> chart form if the employees are many).

She should be given an alphabetical list of the company's trade<sup>720</sup> names or brand names, and another list of their general products.

She should be encouraged to familiarize herself<sup>740</sup> with these lists and to ask questions about the business.

Only when she and her employer feel that she is<sup>760</sup> really qualified to handle the telephones intelligently should she be allowed to take over at the<sup>780</sup> board. Check calls should be given her from time to time and her mistakes explained.

She must be made to realize her<sup>800</sup> importance in the organization. From the first call in the morning until the last call at night she must think. This<sup>820</sup> essential member of your staff is not paid just to watch the lights or push in a plug—these mechanics are a small<sup>840</sup> part of her work. She is paid to think—out loud (848)

• • •

EX-PRESIDENT COOLIDGE claimed there were four things that made New England great, which he placed in the form of a slogan—Eat<sup>90</sup> it up. Wear it out. Make it do. Do without. Useful for all of us today. (34)

# A Trip to the Invisible

By the Shop Philosopher

Reprinted from  
"The Kalends of the Waverly Press"  
published by Williams and Wilkins  
Baltimore, Maryland

I sent my soul to the invisible  
The secret of a printer's life to spell,  
And presently my soul returned to me  
And whispered "Who'd have thought it?  
Ain't it hell?"

—Omar Khayyam

(Revised with apologies)

TAKE UP A piece of printed matter—any piece; a book, let us say (Figure 1). What is in it?

So many ounces<sup>20</sup> of paper. A small quantity of ink. A few square inches of cloth. A couple of rectangles of cardboard.<sup>40</sup> A few short pieces of thread. A little glue.

And that's all the substance there is to it.

But wait a minute. What isn't<sup>60</sup> seen when the book comes to hand is the really momentous part of the fabrication—several hundred<sup>80</sup> pounds, perhaps several tons, of leaden type. Truly a part of the book, it is never seen; no portion of it<sup>100</sup> appears in the finished product. Yet it is by far the most important part of all! A book (as a physical<sup>120</sup> entity) is like an iceberg; seven-eighths of it is submerged.

But the type (so it is commonly believed) may be<sup>140</sup> used for another book. So it shouldn't count. But can it?

Figure 2 is an illustration of an ingot of<sup>160</sup> metal used for making type. It has several ingredients, but it is chiefly of lead. The wholesale price of<sup>180</sup> this metal is 14 cents a pound. Figures 3 and 4 depict the machines that are used to make type out of<sup>200</sup> type metal.

And very clever they are too. They will make (if you like) a whole lot of *a's* and of *b's* and of every<sup>220</sup> letter in the alphabet.

But, in bookmaking, they will very adroitly turn out the letters just in the order<sup>240</sup> you want them for a specific book.

Figure 5 shows what the type looks like, and Figure 6 represents lines of type<sup>260</sup> assembled on a galley.

The lead costs 14 cents a pound. Now (but only up<sup>280</sup> to now) the type cost 32<sup>290</sup> cents a pound.

Are we now ready to print our book? Mercy, no! We'll pause here, though, and test our work thus far. Let's "pull a<sup>300</sup> proof" and find out what it looks like in the long narrow sheets, also called galleys. Couldn't print from this type. Read it once.<sup>320</sup> (See Figure 7.)

That wouldn't do, would it? So the type must be proofread (Figure 8) and, of course, corrected (Figure<sup>340</sup> 9), and then the author wishes to have a look at it. So all the galleys have to be collated, that is, gathered<sup>360</sup> together in correct order, placed in appropriate packages, mailed to the author, a record kept of<sup>380</sup> where they have gone and when they are expected to return, and when they do return the corrections of the author<sup>400</sup> must be made, and proofread again to certify that they have been made correctly. And by the time all that has been<sup>420</sup> done, the type has cost 38 cents a pound.

And now we're ready to print! Just a moment, though. All we have so far<sup>440</sup> is type in the form of galleys. Can't print from that, you know, though you can take an impression for proof.

We must take our<sup>460</sup> type and make it up into pages.

Then is repeated very much the same process as followed the stage of galleys;<sup>480</sup> the "pulling" and reading of another proof; gathering the pages in correct order and sending them to<sup>500</sup> the author; making and proving his corrections, if any; and when that is accomplished the type has cost 42<sup>520</sup> cents a pound.

Dear, dear! And, even so, we're not ready to print. The pages must be "imposed" (set in correct<sup>540</sup> relation to each other) and the type locked page by page into a form called a *chase*. Figure 10 illustrates "imposing,"<sup>560</sup> and Figure 11 shows what a chase looks like. The process is one requiring much experience and skill.<sup>580</sup> And now our type has cost 47 cents a pound.

Now away to the pressroom with it, and let the merry printing<sup>600</sup> begin!

But, pshaw, the pages look spotty! We can't illustrate this, but either take our word for it or refer<sup>620</sup> to the average job of cheap printing.

That won't do, either. The pressman must do his stuff. Here he is "making-ready<sup>640</sup> for press"—a mysterious and complex process of adding a little dab of paper here and there and<sup>660</sup> finally bringing every bit of type, every square millimeter of engraving to the same height. Takes a<sup>680</sup> long time, and it has to be done for each and every form (Figure 12).

And now the type finally on press ready<sup>700</sup> to turn out properly printed sheets has cost 55 cents a pound.

Printed sheets must be folded, trimmed, and sewed<sup>720</sup> and bound; but that is no part of the story of type and type metal. Take for granted that our book is printed and<sup>740</sup> made. And here's the type ready to go back to be made into metal again (Figure 13).

But it has lost something<sup>760</sup> through heating, and it has gained some impurities. It's no longer type metal and must be reconditioned. (Figure<sup>780</sup> 14). To do that costs one-half cent a pound. So we get this calculation: Whole per pound cost of type for book<sup>800</sup> 55.5c. Salvage in form of metal, 13.5c. —Net cost of type for book, per pound,<sup>820</sup> 42.0c.

How many pounds of type in a book—material, mind you, that belongs to that specific<sup>840</sup> book and can't be used for any other?

Of course the quantity varies. But take a good-sized book of 300<sup>860</sup> pages, which has 250 words on a page. Not a large book, that. Rather on the smallish side—only<sup>880</sup> 75,000 words. Such a book has 1,800 pounds of type, and the cost of it before a single<sup>900</sup> good impression is made is about \$750. If 1,000 copies are printed, the buyer<sup>920</sup> of each copy has to pay 75 cents for something he gets no portion of. Tough.

That's the part of a<sup>940</sup> book you don't see when you pick up the finished product. And of course the same holds true of any sort of printed product.<sup>960</sup>

Interesting, isn't it? (966)

## With Banners!

By ABIGAIL CRISSON

THOUGH I am beaten  
Nobody shall know—  
I'll wear defeat so proudly  
I shall go

(Continued on page 54)

About my business  
As I did<sup>30</sup> before;  
Only, when I have safely  
Closed the door

Against you and the rest,  
Shall I be free  
To bow my head—  
When there<sup>40</sup> is none  
To see.

Tonight, I'll shed my tears;  
Tomorrow, when  
I talk with you,  
I will be gay again.

Though I am beaten,<sup>60</sup>  
Nobody shall guess;  
For I will walk  
As tho' I knew Success. (71)

## Actual Business Letters

Albert Steiger, Inc.  
1479 Main Street  
Springfield, Massachusetts  
Gentlemen:<sup>20</sup>

In view of the very serious situation that lies ahead for the coming season, we seek your<sup>40</sup> coöperation in a matter in which your own interests are involved.

It seems quite definite that mill deliveries<sup>60</sup> will be much delayed, due to the pressure of governmental orders, and it is quite likely that many<sup>80</sup> disappointments will occur.

Because of this, and since we feel that the only goods that you can depend upon having<sup>200</sup> for Fall are those which actually reach you, we urge you to permit us to ship you merchandise "as ready."

Coats<sup>230</sup> are coming through our shops, and many retailers are urging us for quick delivery. We want to give you the<sup>140</sup> same preferential treatment, and ask you to write us immediately that we may ship you as well.

Sincerely<sup>100</sup> yours,  
JACOB SIEGEL COMPANY  
Sales Manager (169)

Mr. R. E. Smallwood  
294 Fourth Avenue  
New York, New York

Dear Mr. Smallwood:

You will save<sup>30</sup> in more ways than one when using Barnes One-Piece Window Envelopes for your letters.

You save one hour's time per day for<sup>40</sup> every stenographer in your employ. A saving in dollars and cents of about \$5 per thousand<sup>60</sup> envelopes used.

You save wear and tear on your typewriters—making them last longer.

You save the inconvenience and<sup>80</sup> embarrassment of a letter being put in the wrong envelope. Your carbon copy shows you exactly how<sup>200</sup> your letter was addressed.

You save from waste. There is no spoilage in using Barnes—a thousand purchased is a thousand<sup>120</sup> used.

If you have not already adopted Barnes for your correspondence, send us one of your letterheads to-

day<sup>140</sup> in the enclosed business reply envelope. No postage—no obligation. And we promise you an interesting<sup>100</sup> reply.

Yours very truly,  
F. P. Sheridan  
Vice President

P. S. We will be grateful for an<sup>180</sup> opportunity to quote on any style of envelope you might be in need of. (195)

## By Wits and Wags

THE OLD GENTLEMAN tumbled over a five-barred gate just in time to save himself from the angry bull.

"You brute," he<sup>20</sup> spluttered, shaking his fist at the animal, "and I've been a vegetarian all my life." (36)

• • •

"YOU want your hair parted exactly in the middle, sir?"

"That's what I said, didn't I?"

"Then I'll have to pull one out,"<sup>30</sup> sir. You have five hairs." (24)

• • •

TEACHER: Now, James, you may give me the definition of exercise.

Jimmy: Exercise is work what a fellow<sup>30</sup> likes to do because it isn't work. (26)

• • •

JONES: Here's the last pair of trousers you made for me. I want them re-seated. You know, I sat a lot.

Tailor: Yes, and<sup>20</sup> I hope you've brought the bill to be receipted. You know I've stood a lot. (32)

• • •

SOMEONE noticed that Pat was ambidextrous. "When I was a boy," he explained, "me father always said to me: 'Pat,<sup>30</sup> learn to cut your fingernails with your left hand, for some day you might lose your right hand.'" (34)

• • •

DOCTOR: The general is sick.

Chaplain: What's the matter with the general?

Doctor: Things in general. (19)

• • •

NELL: Have you had much experience with sailors?

Bell: Yes, gobs and gobs. (12)

## Transcription Practice

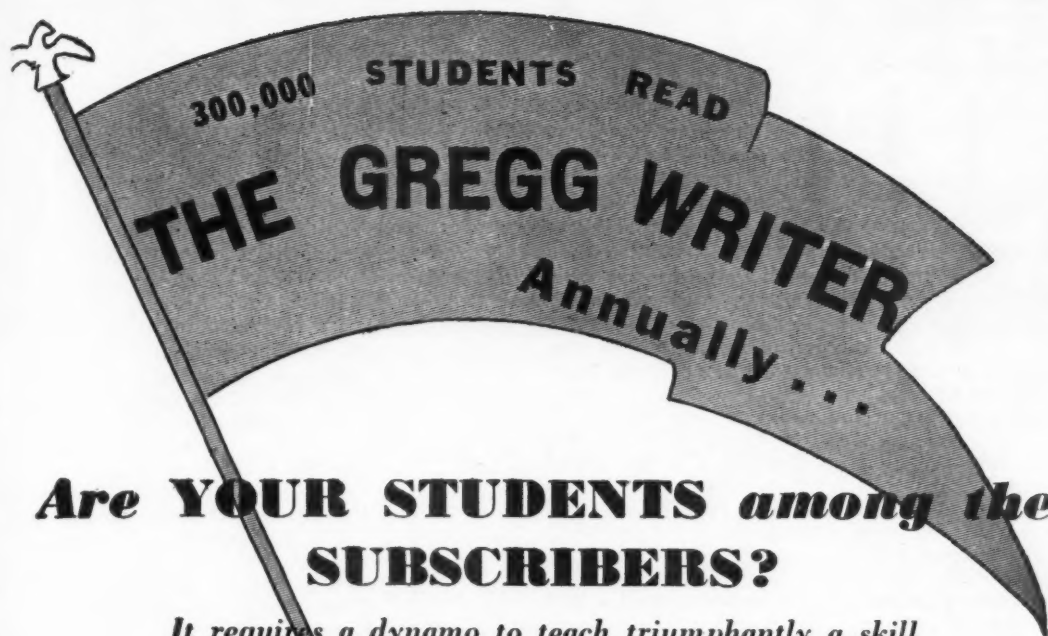
Dear Mr. Stromberg:

May we have your help again?

On the attached slip is a list of the supplies you last ordered<sup>20</sup> from us. You'll probably need a similar list this fall or winter. It will help us a great deal in planning our<sup>40</sup> operation if you will place your order now for shipment on any date you specify.

You see, labor is<sup>60</sup> scarce, material is hard to get, and on top of it all we are running part of our plant twenty-four hours a<sup>80</sup> day on war work. The





## Are YOUR STUDENTS *among the* SUBSCRIBERS?

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# THE GREGG WRITER

270 MADISON AVENUE  
NEW YORK, N. Y.

*When ordering please mention the Business Education World.*

earlier we know what our customers will need during next season, the easier we can<sup>300</sup> schedule our work so as to disappoint no one.

Will you give us a hand? Just make whatever changes you wish on<sup>120</sup> this list and return it to us in the yellow postage-free envelope. Be sure to mark when you want us to send<sup>180</sup> the shipment.

Respectfully yours,

P. S. All Davenport products are guaranteed to be satisfactory in<sup>30</sup> every way. (163)

Gentlemen:

It's check and double-check these days, what with tonnage restrictions and quarterly inventory limitations.<sup>20</sup>

So . . . if paper curtailment regulations present a problem to you, you may want to check on what we<sup>60</sup> can do to help you.

These are some of the things we *can* do:

1. Take paper off your hands, *at a fair price*.
2. Cut your<sup>60</sup> rolls down to a new size.
3. Cut your rolls into any size you desire. (We are now cutting rolls for several<sup>80</sup> important mills.)
4. Furnish paper to you, in sizes and weights to meet your needs, at prices that spell *economy*.<sup>300</sup>

Check with us on any or all of these points. Just phone WALKER 4-3421 and we'll be right over to<sup>30</sup> see you.

Or . . . if your paper problem is not immediate, you may still want to file this note for future reference.<sup>100</sup> That red double-check in the upper right hand corner will make this easy to find.

Cordially, (157)

## The Ten Commandments for Stenographers Pause and Think

(O.G.A. Membership Test)

A STUDENT should approach the study of shorthand and typing with thoughtfulness and a serious purpose. He should<sup>30</sup> ask himself first: Have I the ambition to work hard to improve my personality, my skill, my manners, and<sup>60</sup> my mind? Do I like the idea of playing the game of business with my employer and of enjoying that<sup>60</sup> game? Will I spend some of the time outside of the office thinking over the problems of the day and strive for better<sup>50</sup> ways to handle them? Am I eager to work and win the applause that comes with a job well done?

If your answers<sup>300</sup> are in the affirmative, lose no time in beginning your training. Industry is in need of you and the type<sup>300</sup> of service you will render. (125)

## Sis Hears from Al

(September Junior O.G.A. Test)

Dear Madeline,

This letter is written in a pup tent "somewhere in North Africa." The rain is trickling down my<sup>30</sup> back as I write, and one of the boys just yelled for me to move—but there is no place to move to in these close quarters.<sup>60</sup> It is raining cats and dogs outside. It must be a monsoon or something, only

we are not in the right country<sup>60</sup> for them, I guess.

Our Colonel just passed the word around that these tents won't leak after today; it is because they are<sup>80</sup> so new. I'll know by tomorrow night. I am told we may expect rain almost daily during this season.

My love<sup>300</sup> to you and Dad.

Al

P. S. We're told by the censor "to stick to the weather" and our letters won't be returned to us! (120)

## Autumn Fires

By ROBERT LOUIS STEVENSON

IN the other gardens  
And all up the vale  
From the autumn bonfires  
See the smoke trail!

Pleasant summer over,  
And<sup>20</sup> all the summer flowers,  
The red fire blazes,  
The gray smoke towers.

Sing a song of seasons!  
Something bright in all!  
Flowers<sup>40</sup> in the summer,  
Fires in the fall! (46)

## Common Ground for Educator and Salesman

YOU AS A SALESMAN are moving in our direction," Alan Valentine, president of the University of Rochester, recently told a sales managers' club. "You serve a longer apprenticeship. You use more subtle methods. You reach higher levels than your predecessors. On the average, you have found that it pays in sales to be well educated, to be honest, to be cultivated.

"It may once have been true that the man who made a better mousetrap could sit at home and let the world beat a path to his door, but today the man who evolves a better mousetrap has to hire a sales force and a publicity man before the world is even aware of his product. Big companies nowadays even set up their own schools for salesmen, with studies in English and psychology, which, though not taught just as President Hutchins would approve, are nevertheless steps toward the college professor.

"The educator, on the other hand, grows daily more conscious of his function as a salesman. But the salesmanship of the professor is of a special kind, with many restrictions and several special problems. His salesmanship of culture must be even more subtle than yours, for otherwise he loses his prospects."—*The Advertiser's Digest*.

THE COST OF KILLING one enemy soldier has increased from 50 cents in Caesar's time to \$50,000.